DOCUMENT RESUME

ED 094 883 24 PS 007 439

AUTHOR	Howard, Norma K., Comp.
TITLE	Working with Parents in the Primary School.
INSTITUTION	ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Jul 74
NOTE	62p.
AVAILABLE FROM	Publications Office/I.R.E.C., College of Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 112, $1.60)
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	*Annotated Bibliographies; *Early Childhood Education; Elementary Education; Kindergarten; Parent Attitudes; Parent Education; *Parent Participation; *Parent School Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; Primary Education

ABSTRACT

This selective annotated bibliography cites recent ERIC documents on parent participation at the primary school level. Entries are from "Research in Education (RIE)" and "Current Index to Journals in Education (CIJE)," January 1970 through May 1974. The two major topics reviewed are (1) parent-teacher cooperation for children's education, and (2) parent involvement in decision-making in the schools. (CS)

PA-24

ED 094883

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

WORKING WITH PARENTS IN THE PRIMARY SCHOOL

Compiled by

Norma K. Howard

Available from:
Publications Office/IREC
College of Education/University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801

Price: $1.60 Catalog # 112

July 1974

PS 007439

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Prior to publication, the manuscript was submitted to the Area Committee for Early Childhood Education at the University of Illinois for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the Area Committee or the National Institute of Education.

WORKING WITH PARENTS IN THE PRIMARY SCHOOL: AN ABSTRACT BIBLIOGRAPHY

This selective bibliography cites recent ERIC documents on parent participation at the elementary school level. Entries are from Research in Education (RIE) and Current Index to Journals in Education (CIJE), January 1970 through May 1974.

Major topics discussed are: (1) parent-teacher cooperation for children's education, and (2) parent involvement in decision-making in the schools.

Major descriptor (index) terms used to search RIE and CIJE were: Parent Participation, Parent Teacher Cooperation, and Parent School Relationship. Major descriptors (marked with an asterisk*) and minor descriptors appear after each title from RIE.

Most of the citations from RIE are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC), except where marked "Microfiche only." (See ordering directions in the back of this publication.) If a publication is also available directly from other sources, availability information is listed below the abstract.

A few citations from RIE are not available through EDRS. Ordering information for these items is included with each citation.

Articles cited from CIJE are available only in the journals as listed.

WORKING WITH PARENTS IN THE PRIMARY SCHOOL

References from Research in Education (RIE)
(January 1970 through March 1973)

1. Baca, Reynaldo; Maples, Ramona. Evaluation of E.S.E.A. Title I Compensatory Education Program of the Berkeley Unified School District, 1970-1971. 1971 166p ED 062 487

Academic Achievement; *Basic Skills; *Compensatory Education Programs; *Inservice Teacher Education; Intergroup Education; Language Development; Mathematics Education; Negro Dialects; Parent Participation; *Program Evaluation; Pupil Personnel Services; School Community Programs

Berkeley's participation in Title I, Elementary Secondary Education Act, comprises six components: (1) Lanugage development provided intensive inservice training to all personnel, reading skills specialists, and an extensive after school tutorial program; (2) E.S.E.A. provided saturated program in mathematics in each designated school, including skills specialists and special instructional equipment; (3) the E.S.E.A. office sponsored district wide inservice courses for program staff. Staff development included training in the instruction of basic skills in reading and math, interpersonal relations, and understanding black dialect; (4) in addition to pupil personnel which provided part time counseling at the two intermediate schools, auxiliary services included the provision of four community workers; (5) the parent involvement component comprised both district advisory committees, composed of parent and staff representation from each designated school, and school site committees primarily concerned with parent participation at their particular schools; and, (6) the intergroup relations component included the human relations club at Franklin Intermediate School and the multi-cultural curriculum in the Bilingual Program at Jefferson Intermediate School. This document has been reproduced from best available copy.

2. Beller, E. Kuno. Impact of Early Education on Disadvantaged Children. 1972 85p ED 069 428

Achievement Tests; Cognitive Tests; Comparative Analysis; *Disadvantaged Youth; Emotional Development; Home Visits; Inservice Teacher Education; Intellectual Development; *Intelligence Level; Intelligence Tests; *Intervention; Measurement Techniques; Motivation; Nursery Schools; Parent Teacher Cooperation; *Primary Grades; Public Schools; Socioeconomic Influences; Testing; Urban Areas

The present study was undertaken to investigate the interplay of motivation, socio-emotional interactions between the child and his educators in the impact of early educational intervention on the later development of disadvantaged children. The study attempted to concentrate on obtaining a broad spectrum of the child's functioning and changes in the child's functioning over time. The focus was equally on immediate and long range effects of a wide range of the child's functioning and a broad temporal span it was hoped to avoid ending up with fragmented findings. The children were drawn from four public schools located in an urban slum area. Negroes constitute seventy-one percent of the population in the target area. Each of four schools in the area opened a nursery program for 15 four-year-old children. Each classroom had one head teacher and one assistant teacher. The classes operated four days a week; on the fifth day, the teachers were engaged in a continuation of their in-service training program, making home visits, and working closely with parents and school personnel. Three different types of measures were employed to assess development in the area of intellectual functioning: standardized intelligence tests, measures of academic achievement, and a measure of cognitive style. Measures of socio-emotional functioning were also employed. Two major findings are: (1) the three groups on entering school did not differ from each other on their intellectual functioning; and (2) initial exposure to school resulted in a larger increase in the level of intellectual functioning.

3. Brunstein, James J., Comp. The Somerton Story: Part III. A Progress Report on The Somerton Demonstration School for Migrant Child Education. 1972 57p ED 067 216

Adult Education; Bilingual Education; *Demonstration Projects; *Educational Programs; English (Second Language); Junior High School Students; Kindergarten; *Migrant Child Education; *Parent Participation; *School Role

Again, welcome back to the Somerton School District, Somerton, Arizona. Five years have passed since the Somerton demonstration school for migrant child education was first begun, and it has now reached maturity. Five years have been long enough for Somerton to see that its educational programs for migrant children have attained a new level of maturity. In Parts I and II of "The Somerton Story" (ED 044 187 and ED 044 226), many of the attempts, the achievements, the progress, and the problems were related. This document relates in 3 sections exactly what is the current story of migrant education in Somerton (1971). Discussed in these 3 sections are (1) parent involvement, which has been stressed in Somerton for the past 3 years and is considered a vital link to reaching migrant children,

(2) the role of a demonstration school in providing services to other school districts and educators, and (3) 10 new programs in Somerton which are presently in use and show promise of being beneficial.

4. Cavender, Chris C. Suggested Educational Programs for Teachers and Parents of Urban Indian Youth. 1971 17p ED 057 969

*American Indians; Cross Cultural Training; Cultural Awareness; Educational Needs; *Educational Programs; *Parent Participation; Parent School Relationship; Socioeconomic Influences; Socialinguistics; Student Teaching; *Teacher Education; *Urban Youth; Values

Educational program designs for teachers and parents of urban american indian youth (especially in Minneapolis and St. Paul) are discussed in this paper. In terms of the suggested program for teachers, the question of what should be included in the curriculum for teacher training is reviewed in 12 areas of concern (e.g., the knowledge base of the teacher as related to the indian student's language, history, values, and culture); in addition, the structure of the training program is examined in terms of such areas as program length and student teaching in a school with a large number of indian students. The proposed educational program for parents focuses on 4 content areas: the structure of an urban public school system; school system personnel; policies and procedures of a school system; and techniques and approaches used in dealing with educational institutions and other social service agencies.

5. Champagne, David W.; Goldman, Richard M. Development of a Training Program to Increase the Use of Reinforcement in Informal Teaching by Mothers of Educationally Disadvantaged Children. 1970 19p ED 047 034

*Educationally Disadvantaged; *Elementary School Students; Home Study; *Lower Class Parents; Lower Class Students; Middle Class Mothers; Mothers; Parent Education; *Parent Participation; Parent School Relationship; Reinforcement; Teacher Role; *Teaching Methods; Verbal Communication

One way that educationally disadvantaged children can be helped to succeed more often in schools is to ask their parents to join in an educational partnership with teachers for the benefit of their children. The acquisition of teaching skills allows the parents to focus their efforts. The use of positive verbal reinforcement was selected as the skill parents would be helped to acquire. The

research was conducted in three phases. The fist was designed to determine if the literature that described the use of reinforcement by parents was accurate for both middle class mothers and for the target population of lower class mothers. During this phase the learning strategies most helpful to parents to learn reinforcement skills were developed. During phase two, one parent was worked with for 15 weeks using the strategies developed in phase one. Phase three consisted of working with six mothers using the same design as that of phase two, in order to evaluate whether the reinforcement skills training program had similar effects on other parents. New strategies were developed as these became necessary. Although a considerable amount of responsibility is given the parent in this program, no diminishing of education or accountability is implied.

6. Champagne, David W.; Goldman, Richard M. Simulation Activities for Training Parents and Teachers as Educational Partners: A Report and Evaluation. 1971 31p ED 048 945

Educational Programs; Feedback; Group Instruction; *Parent Education; Parent Teacher Cooperation; *Positive Reinforcement; Program Evaluation; *Role Playing; *Simulation; Teacher Attitudes; *Teacher Education; Teaching Skills; Teaching Styles

This report summarizes a program to help parents learn some specific teaching skills to help their children learn. To develop a positive reinforcement teaching style was the basic objective because it is both the most simple style to learn and the most powerful style for building success in learning. Role-play stimulation in small groups was the basic strategy for both the teachers' learning to teach parents and for parents learning to teach their children. Teachers were trained for three days on materials explaining program purpose, strategies, role-play experiences, and the kinds of sensitivity necessary to be effective teachers of parents. Each of these teachers trained three to five parents for 2 1/2 days. Next, the parents under direct supervision of the professional teachers taught kindergarten age children in a Head Start Summer Program. Evaluations of the program were conducted utilizing: (1) analysis of audio-taped samples of parents' teaching; (2) written observations of parent's and teachers' training, (3) daily logs and interviews with teachers and supervisor. Eleven of the 12 parents increased their use of positive reinforcement. Eight of the 12 parents increased the variety of reinforcers used. Appendixes and tables included.

7. Cobb, Herman; Hunter, Earl. An Evaluation of the Nichols Avenue Follow-Through Program. Final Evaluation Report. 1971 68p ED 068 158

*Disadvantaged Youth; Early Childhood Education; Federal Programs; Grade 1; Grade 2; *Intervention; Interviews; Kindergarten; Low Income Groups; *Mathematics Instruction; National Competency Tests; Parent Attitudes; *Program Evaluation; Questionnaires; *Reading Achievement; Statistical Data; Student Attitudes; Teacher Attitudes

The effectiveness of the Nichols Avenue Follow-Through Program, in Washington, D.C., and the extent to which it provides for improving opportunities for children of low-income families to learn and achieve up to and above national norms in the areas of reading and matehmatics were evaluated. The program goals were to assure that: (1) by the end of grade 3 or by the third year in the program children who were taught a full lesson on at least 165 school days would exceed national norms on achievement tests in reading, arithmetic, basic language concepts, and logical thinking; (2) the percentage of readers below grade 2 reading level would like school and demonstrate a good self-concept and self-motivation; and (4) 20% to 35% of the parents would be involved in the program operation. The program evaluation was effected by interviews with 65 students from the three grades served by the program--kindergarten (4 classes), grade 1 (4 classes) and grade 2 (3 classes)--by interviews with parents, and by questionnaires completed by 21 staff members. The evaluation findings were as follows: (1) the students are achieving near the national norm in reading and mathematics and are achieving above the large-city norms and the D.C. median scores in both areas; (2) the children appeared happy and liked school; and (3) the majority of the parents responded favorably to the program. It is concluded that the major goals of the program are being met.

8. Conference on Building Blocks to Success. 1971 57p ED 058 369

*Academic Achievement; *Changing Attitudes; Compensatory Education; *Compensatory Education Programs; Disadvantaged Youth; Educational Accountability; Educational Administration; Educationally Disadvantaged; *Federal Aid; Parent Participation; School Attitudes; Self Concept

This document reproduces several papers that were delivered at the Ohio Department of Education's Statewide ESEA Title I Conference 1971. The theme of which was "Building Blocks to Success"; this typifies how Ohio school administrators and teachers have designed Title I Programs to help educationally disadvantaged children experience success in academic and behavioral growth. The papers include: "Through the Eyes of Children," Robert L. Sinclair; "Parent-Advisory Councils: Link or Tareat to Schools," Richard A. Huston; "Catch a Skylark While He Sings," Bill Martin, Jr., "Involving Parents in the Learning Process," Mildred B. Smith; "Accountability--Title I, E.S.E.A.,"

PS 007439

Richard L, Fairley; "The National Scene." Hon, John Brademas; "Administrator's Role in Title I," Harold H, Eibling; and "Compensatory Education--Its Influence on Education Generally," Ruben A. Burton.

9. Corliss, William S. How to Help Your Child Read. 1971 19p ED 065 837

Beginning Reading; Grouping Procedures; *Parent Education; Parent School Relationship; *Reading; Reading Achievement; Reading Comprehension; *Reading Improvement; Reading Instruction; *Reading Materials; Reading Programs; Reading Readiness; *Reading Skills

This guide is divided into seven main sections. "How to Help Your Child Read" discusses the importance of being aware of your child, your schools, school-related factors, particular ways of helping your child in reading, and yourself. The unit: "Help Me Help My Child" discusses assignment of pupil to teacher, grouping procedures, size of groups, reading consultant, remedial reading program, summer school, summer library program, and special personnel. "Organizational Patterns" discusses the Joplin primary and self-contained classroom grouping. The "Materials" section discusses quality of authorship and content, basic materials, and supplementary programs. "Objectives of Reading" discusses the school's responsibility regarding initial reading experiences, development of skills, and reading attitude. "Reading Comprehension" discusses oral language interpretation and discusses the basic skills necessary in a sound reading discrimination, vocabulary, etc.

10. Elementary And Secondary Education Vouchers. An Analysis. 1970 34p ED 049 522

Disadvantaged Youth; *Educational Economics; *Educational Experiments; *Educational Finance; *Education Vouchers; Elementary Schools; *Parent Participation; Parent School Relationship; Private Schools; Public Schools; Secondary Schools

This report compiles data that describe education vouchers, discuss how an education voucher experiment such as Oeo's proposed project would function, and present advantages and disadvantages of vouchers. The report presents Oeo specifications for its proposed longrange experiment and explains variations in other voucher systems. Problems of educational voucher systems are also discussed from administrative, legal, and fiscal aspects.

11. Ellinwood, Beverly W. Early School Admissions Program: 1969-70 Evaluation. 1971 126p ED 055 675

Academic Performance; Charts; *Comprehensive Programs; *Disadvantaged Youth; *Early Admission; Evaluation Methods; Grade 1; Health Services; Kindergarten Children; Mental Development; Parent Participation; *Program Descriptions; *Program Evaluation; Tables (Data); Verbal Development

During the 1969-70 school year, The Early School Admissions Program (ESAP) for 4-year-old disadvantaged pupils was offered in 22 Baltimore City Public schools. Each center had both a morning and an afternoon session enrolling different children. The overall goal of the ESAP was to improve the disadvantaged pupil's ability to learn, to provide comprehensive services which would promote learning to assure attention to the total development of the pupils and to involve ESAP parents in determining educational opportunities for their children and in reinforcing each pupil's learning experiences at home. Since there was no standard type of control group available, ESAP and non-ESAP pupils were examined in kindergarten and Grade 1. Data presented in this evaluation substantiate the fact that ESAP pupils in kindergarten and in grade one performed at significantly higher levels than did non-ESAP pupils. Recommendations are made for the improvement of future ESAP programs.

12. Fox, Robert S. An Examination of Support Systems in Selected Follow-Through Schools. 1971 313p ED 068 417

Cooperative Planning; Economically Disadvantaged; Educational Programs; Educational Research; Educational Sociology; Elementary Grades; Interviews; Manuals; *Parent Participation; *Program Evaluation; Projects; School Community Relationship; *School Support; Staff Role; *Systems Analysis; *Training Techniques; Volunteer Training

A study of the effectiveness of various support systems of program models in follow-through schools examines those characteristics of a support system that strengthen or weaken the program's potential for success. Exploration of the nature of support system variables in a sample of schools is accomplished through group interview techniques for data-gathering. Researchers create a procedure for diagnosing some of the problems with regard to the manner in which these variables are managed and identify or create a set of training activities and designs which have potential value in strengthening support systems in follow through programs. These training ideas are organized into a resource manual for further field testing by the participating schools:

13. Gottfried, Frances. A Survey of Parental Views of the Ocean Hill-Brownsville Experiment. Community Issues, October 1970. 1970 33p ED 044 469

Available in microfiche only.

City Problems; Demonstration Projects; Economic Disadvantagement; Educational Administration; *Educational Attitudes; Educational Disadvantagement; *Parent Attitudes; *Parent Participation; Parent Reaction; Parent School Relationship; *Urban Education; Urban Environment

This survey attempted to examine what happened in the Ocean Hill-Brownsville Community School District, New York where there was parent participation, and what the attitudes of parents were towards local control. While the short history of the demonstration project did not allow for a long-term evaluation, the project did fulfill many of the goals of a community school district. The parents developed enough efficacy to participate in and acquire knowledge pertaining to school matters, and had confidence in their educational leaders. Not available in hard copy due to marginal legibility of original document

14. Hansen, Robert A.; Graves, Gordon R. "Title I Report." Evaluation of the Comprehensive Compensatory Education Program, 1969-1970 School Year. Volume 1. 1970 318p ED 058 336

*Compensatory Education Programs; Elementary Education; Elementary School Mathematics; Federal Programs; Intergroup Relations; *Language Development; Paraprofessional School Personnel; *Parent Participation; Preschool Programs; *Program Evaluation; Secondary Education; Secondary School Mathematics; Teacher Interns

This Compendium of Title I E.S.E.A. Program results for 1969-70 includes language development, mathematics, auxiliary services, intergroup relations, parent involvement, staff development, preschool, and follow through. The language arts component was basically an individualized approach to reading instruction within each classroom in the Title I schools. A general trend in pupil performance favored Title I schools. Results from the standardized instruments used to evaluate the mathematics component indicated that the Title I program produced superior results in grades one, three, and four. Based on opinions expressed in principal and teacher questionnaires, the quality of guidance services improved during the year but still was not optimal. Approximately 200 paraprofessional aides were employed. Inservice programs varied from good to weak depending on the school. Twenty-one interns served in four schools. The

question is posed as to which is better, an intern or a student teacher. Augmented library services were offered in three schools. The nutritional break program is in effect at all but one school. During the school year 1969-1970, approximately 690 study trips were taken by students at the eight compensatory schools and one parochial school. Approximately 20 percent of the study trips were out of town. Although this was generally a smoothly running program, data showed that some teachers needed to be encouraged to take more advantage of this program.

15. Hawkins, Robert P.; Sluyther, David J. Modification of Achievement by a Simple Technique Involving Parents and Teacher. 1970 19p ED 038 684

Children; Low Achievers; *Low Motivation; Motivation; *Motivation Techniques; *Parent Participation; *Performance; Students; *Underachievers

Seven experiments were conducted to help answer the question, "What can parents and teachers of an underachieving child do to help that child?" Though many school programs exist for such children, many remain underachievers despite absence of serious "emotional" or socio-economic problems. A simple inexpensive technique was designed to raise achievement in those children whose primary problem was low motivation. Its adoption could be initiated by either parents or teachers, since no specialized knowledge and very little effort was required of either party. The technique involved dialy dispensing of dittoed notes to the child at school regarding his performance in the area of interest. These notes were taken home and parents arranged reinforcing consequences there. Single-subject design was used. Dependent variables, chosen on basis of individual subject's achievement problems, talking out of turn, and inattentiveness. Six of the seven cases showed significant improvement resulting from application of technique. Four of the cases are presented. Variations of this simple technique should be tried in many schools to determine its general effectiveness. It can be initiated by counselors, psychologists, social workers and principals as well as teachers and parents. It should be applicable to most grade levels, but this remains to be determined.

16. Howard, A. Eugene. Determining Educational Policy: Who Shall be Involved? 1970 16p ED 046 125

Activism; Administrator Role; *Educational Planning; *Educational Policy; Parent Associations; *Parent Participation; Student Organizations; *Student Participation; Teacher Administrator Relationship; Teacher Associations; *Teacher Participation

This document discusses (1) the method of determining who shall be involved in educational policymaking, (2) the forces that currently control educational policymaking, (3) the forces that are intruding on educational government, and (4) the ways these intruding forces can be utilized to strengthen democracy and to help resolve some of the problems challenging society. This report argues that thses intruding forces -- parents, teachers, unions, and students -- should be included in policymaking disucssions so that dissent can be incorporated effectively and constructively into the fabric of educational policymaking.

17. Jablonsky, Adelaide. Directory of Selected Ongoing Compensatory Education Programs. IRCD Bulletin, Volume 7, Number 3, Summer 1971. 1971 20p ED 059 307

Cognitive Development; Community Involvement; *Compensatory Education Programs; *Curriculum Development; *Directories; Disadvantaged Youth; Elementary Education; Health Services; Parent Participation; Preschool Programs; *Program Development; *Program Length; Rural Education; School Community Relationship; Secondary Education

A questionnaire was sent to 350 people representing heads of federal agencies dealing with education. All state commissioners of education, superintendents of schools of the largest cities, heads of selected professional education organizations, outstanding community leaders, university researchers, directors of some ERIC clearinghouses, regional laboratories, major foundations which contribute to educational programs, editors of education columns, and other individuals identified as being knowledgeable in the area of compensatory education, in order to identify the most successful or promising programs. The listing in this document includes basic information about those programs for which questionnaires were returned. Programs are listed by state and city. The titles of some projects have been altered slightly in order to give a clearer indication of the nature of the program. The date following the title indicates the longevity of the program. The ED numbers refer to documents which were listed in the indexes of "Research in Education" during the last two and one-half years. The name, address, and telephone number of a director, supervisor, or other contact person is provided for each program in case further information is desired.

18. Jones, Elizabeth J. Preparing Teachers to Involve Parents in Children's Learning. Project Report. 1970 153p ED 043 587

*Disadvantaged Groups; Family Characteristics; *Family Environment; *Home Visits; Minority Groups; *Parent Counseling; *Parent Teacher Cooperation; Program Evaluation; Resource Materials

The program objectives were to develop teachers' skills in working with disadvantaged parents to enrich the home learning environment for children, and to develop and test the approaches to be used. Weekly home visits were made by 20 participating teachers who selected the families, and emphasis was placed on supporting innovation by the teachers to work out approaches reflecting the diverse competences and needs of individual teachers and families. The report documents and evaluates the process of staff-teacher and teacher-parent interaction in terms of 1) the kinds of resources, supervision, and support which may ne needed by teachers making home visits and 2) the key variables to be taken into account in such a program. A resouce center for teacher-visitors and strategies for promoting innovation by teachers are described, based on the premise that teachers who are offered choices among resources are more likely to offer similar choices to families. Characteristics of families and visitors, and the teaching strategies which resulted from their interaction are identified. The nine appendixes include a description of the children's program at Pepper House, also run by Pacific Oaks College, as well as a chronology of the seminars, forms used for data on home visits, reports on spin-off activities, and reports on systematic measures used.

19. Justman, Joseph; Oxman, Wendy. An Evaluation of the ESEA Title I Program to Strengthen Early Childhood Education in Poverty Area Schools, New York City Board of Education
1970 234p ED 059 338

*Compensatory Education Programs; *Early Childhood Education; Elementary School Students; Individualized Instruction; *Inner City; Kindergarten; Learning Difficulties; Paraprofessional School Personnel; Parent Participation; Primary Grades; Reading Instruction; Student Attitudes

The program to strengthen early childhood education in poverty area schools organized by the New York City Board of Education during the 1969-70 school year constituted a recycling of a similar program conducted during the previous year: both were funded under ESEA Title I Programs. The two major objectives of the program were: (1) to improve the academic functioning of children in kindergarten, grade one, and grade two, with special emphasis on the removal of obstacles to learning; and, (2) to involve parents, in a meaningful way, in the education of their children. The objectives were to be achieved by the allocation of additional professional and para-

professional personnel to those elementary schools designated as poverty area schools by the council against poverty. The kindergarten program provided for more individual instruction for each pupil. A multi-media approach was instituted. Teachers, under the direction of the school principal and the early childhood supervisor, planned meetings and workshops for parents. The program in grades one and two stressed methods of teaching reading and diagnosis of reading difficulty. The paraprofessional, where assigned, was to work in a close relationship with the teacher, assisting in developing improved attitudes and skills.

20. Keele, Reba; Harrison, Grant V. A Comparison of the Effectiveness of Structured Tutoring Techniques as Used by Parents and Paid Student Tutors in Teaching Basic Reading Skills. 1971 20p ED 051 967

Beginning Reading; Comparative Analysis; Criterion Referenced Tests; *Cross Age Teaching; Grade 1; High School Students; Kindergarten; *Parent Participation; *Reading Research; Teaching Guides; *Tutoring; *Word Recognition

A tutoring guide prescribing procedures for teaching naming and sounding of letters and decoding of nonsense words was developed. A sample group of kindergarten and first graders was randomly assigned to experimental and control groups. The tutoring guide was distributed to chosen tutors (parents and high-school students). The tutors met with the children about four times a week, 15 minutes in each session, until the child achieved mastery of naming, sounding, and decoding. The tutors received no formal training and the tutoring was supervised. Six weeks later all children were tested individually on specified criteria, and results were analyzed on each of the three skills. It was found that the difference of mean scores between tutored groups and nontutored groups was not significant for naming, but significant at the .01 level for sounding and decoding; the difference of mean scores between the kindergarten and first grade groups was not significant for naming and decoding, but significant at the .01 level for sounding. The study also indicated no significant difference between the mean gain of subjects tutored by parents and those tutored by high-school students. Tables and references are included.

21. LaPlante, William. Parents, Publishers and Reading. 1971 6p ED 053 873

*Instructional Materials; *Parent Participation; Parent Role; *Publishing Industry; Textbook Preparation; *Textbook Publications

The relationship between educational textbook publishers and parents has, in the past, been restricted to parents glancing at their children's textbooks. Now, however, as a result of a general increase of interest in education, the schools' need for parental help in the learning process, and the increased instructional focus of the media (such as Sesame Street), parents want to have instructional materials for home use. Educational publishers, whose main customers have been schools, will now have to modify their publications and advertising to include parents. Exactly how educational publishers will react to this new situation is uncertain, but it is clear that parents are going to have an increased voice in American education.

22. Meeting Parents Halfway: A Guide for Schools. 1970 33p ED 044 630

Disadvantaged Groups; *Guidelines; *Parent Education; *Parent School Relationship; *Parent Teacher Conferences; *Parent Teacher Cooperation; Questionnaires; Records (Forms); School Community Programs; Student Evaluation; Teachers; Workshops

Based on a workshop developed and tested in the Spokane, Washington, school district under Title 1 of the Elementary and Secondary Education Act, the Parents Enrich Program (PEP) approach is designed to improve parents (primarily the disadvantaged) in direct support of the educational program or in extracurricular activities. Responses to questionnaires and other forms showed that elementary, and secondary teachers, counselors, and principals were indeed gaining parent support as a result of PEP. (Included are survey forms, an agenda for parent teacher meetings, suggestions on school and teacher involvement in community action, lists of activities for parents, conference reporting forms for use by parents, teachers, and students, and results of the teacher semantic differential.

23. Michael, John A. Conceptions of Childhood and Parent Participation in Schools. 1971 70p ED 056 138

*Childhood Attitudes; *Minority Groups; *Parent Participation; Social Attitudes; *Social Class; Social Values

The study identifies two cultural sources of motivation for parental participation in the educational lives of their children -- socio-economic sentiments and age norms. Focusing principally on the latter, the thesis is that family responsibility for socialization and social control of youth to the status of child influences the quality and quantity of parents' school participation. Within this broad thesis,

this paper specifies and tests five hypotheses by examining variations in the rate of parent participation with survey data on urban-slum residents with 10-19 year-olds in the household. The study also uncovers evidence of greater normative emphasis on socialization and social control to childhood among affluent and Jewish families, although these same groups, in contrast to poor families, seem to emphasize socialization to socioeconomically relevant statuses.

24. Murray, Beulah B. Individualized Amelioration of Learning Disability Through Parent-Helper-Pupil Involvement. Final Report. 1972 79p ED 068 497

Analysis of Covariance; Analysis of Variance; Educational Responsibility; Grade 2; *Grade Equivalent Scores; Indvidualized Instruction; Learning Disabilities; Learning Motivation; *Parent Participation; Parent Responsibility; Parent Role; Parent Teacher Cooperation; *Reading Difficulty; *Remedial Instruction; Remedial Reading

The study assessed the feasibility of training parents to ameliorate their children's learning disabilities in the area of reading. Parents were instructed in teaching their own children. Differences in gain scores and learning rate on the reading instruments tested the hypotheses of efficacy of parental help for 26 second graders. Treatment included diagnosis, teaching the parents personality theory, learning theory, and reading methodology. Demonstration lessons with children, and parents teaching their children in 12 one-hour practicums. Analyses of variance and covariance on the California reading grade equivalent scores and percentiles failed at the .05 significance level. Percentile rank by the One-Tailed T Test using the paired difference method approached significant rank loss for controls at the .10 level. Improvement on learning rate for the 14 experimental subjects was significant at the .001 alpha on the oral reading inventory using the T test, paired difference method. Gain scores on inventories were significant at the .005 level by variance and covariance analyses. It is concluded that the findings indicate that some parents can be good remedial resources for their children's learning difficulties.

25. Nieman, Ronald H. Early Childhood Education Project Evaluation, 1969-70. ESEA Title I. 1971 31p ED 060 956

Auditory Perception; Child Development; *Communication Skills; Comparative Analysis; Disadvantaged Youth; *Early Childhood Education; Health Education; Inservice Teacher Education; Intervention; Kindergarten Children;

Language Skills; Low Income Groups; *Parent Participation; Perceptual Development; Preschool Children; *Program Evaluation; *Reading Readiness Tests

The Early Childhood Education Project in 1969-70 maintained the same basic emphasis as in preceding years. The primary focus was on communication skill development and parental involvement. The results of this year's operation show evidence that the more treatment given pre-school-age children, the more positive the results will be. Project children attending all-day kindergarten classes performed significantly higher than those children in the traditional half-day classes on the "Metropolitan Reading Readiness Test."

26. Oxman, Wendy; Justman, Joseph. An Evaluation of the ESEA Title I Program "Strengthening Early Childhood Education in Poverty Area Schools," 1970-1971. 1971 241p ED 059 340

*Compensatory Education Programs; *Early Childhood Education; Elementary School Students; Individualized Instruction; *Inner City; Kindergarten; Learning Difficulties; Paraprofessional School Personnel; Parent Participation; Primary Grades; Reading Instruction; Student Attitudes

The program to strengthen early childhood education in poverty area schools, organized by the New York City Board of Education, constituted a recycling of a similar program conducted during the previous year, and was also funded under E.S.E.A. Title I Programs, the goals were: (1) to overcome deficits in verbal, conceptual, and cognitive development; (2) to develop personal and interpesonal relationships with a peer group as well as with adults in the immediate environemnt; (3) to develop critical thinking and problem solving; (4) to develop a feeling of self-worth and an internalized code of behavior; (5) to improve vocabulary, concept development, and other reading skills; and, (6) to involve parents and the community. These objectives were to be achieved by the allocation of additional professional and paraprofessional personnel to those elementary schools designated as poverty area schools by the council agains poverty. The kindergarten program involved the provision of more individualized instruction for each pupil by the teacher, assisted by the assigned paraprofessional. A multi-media approach was instituted. Meetings and workshops for parents were held. The program in grades one and two was to stress reading, methods of teaching reading, and diagnosis of reading difficulty.

27. Parent Involvement in School Programs. Bibliographies in Education, Number 18. 1971 33p ED 054 270

*Bibliographies; *Educational Programs; Family School Relationship; Lower Class Parents; Middle Class Parents; Mothers; Parental Background; Parental Grievances; Parent Attitudes; *Parent Child Relationship; Parent Influence; *Parent Participation; Parent Teacher Conferences; *Parent Teacher Cooperation

This bibliography of publications concerning parent involvement in school programs, prepared by the Canadian Teachers' Federation, is organized in three sections: (1) books; (2) articles; and (3) theses. Abstracts of material with an "ED" number may be found in "Research in Education." If marked "Available ERIC," hard copy or microfiche copies may be purchased through the Education Document Reproduction Service of the ERIC system. Sources consulted in preparing this bibliography include "Canadiana" (National Library), the "Canadian Education Index" (CCRE), the "Cumulative Book Index" (CCM), the "Directory of Education Studies in Canada" (CEA), "Research in Education" (ERIC), and Research studies in "Education" (Phi Delta Kappa). The period covered is approximately five years through 1970. The following information is provided for each publication listed: title, author, editor, or compiler; organizational affiliation; availability; number of pages; and, date of publication.

28. Parental Involvement in Title I ESEA. 1972 18p ED 066 684

Disadvantaged Environment; *Disadvantaged Groups; *Disadvantaged Youth; Educational Finance; Educational Legislation; *Federal Aid; *Federal Programs; Parent Conferences; *Parent Participation; Parent Responsibility

Title I of the Elementary and Seconday Education Act, passed in 1965 to improve the educational opportunities of educationally deprived children, is the largest federal aid to education program. One of the things they hoped for was the involvement of parents and other citizens in Title I projects. This manual was written as a guide for local and state officials charged with implementing the provisions of Title I. It describes the rationale behind the parental involvement in Title I, and the logistics of starting a parent council. The manual was not designed primarily as a guide for parent council members, although they may find information it contains helpful in examining their own functions and it is suggested that they should be provided with copies. Nor is the manual intended to reflect parental involvement in the special components of Title I--the Migrant Education Program and the Program for Neglected or Delinquent.

29. Picchiotti, Natalie. Community Involvement in the Bi-Lingual Center. 1969 5p ED 031 690

Acculturation; *Bilingual Education; *Community Involvement; Economically Disadvantaged; *English (Second Language); Mexican Americans; *Parent Participation; Puerto Ricans; *Spanish Speaking; Welfare Recipients

A Bilingual Elementary school for Spanish-speaking children in Chicago, Lafayette Center, is described in this paper. The primary concern of the center has been parent involvement, with home visits to the parents by school community representatives before and after enrollment and an open house in December. This function was well attended by community leaders and other officials, but not particularly by parents, partly, it was felt, because the parents are happy with the program and do not feel the need to come to the school, and partly because of the expensive public transportation in Chicago. The Puerto Rican community, in which the center is located, is enthusiastic about the program. The Mexican community, while approving the program, resents that a second center was not opened in their community. Both resent the fact that the program is limited to the poor; all the children who need it are not included. The non-Spanish-speaking community of European background is, to varying degrees, "indifferent, resentful, or hostile," because bilingual centers had not been provided for their parents or grandparents, who were under pressure to acculturate. There must be, the author stresses, a total community acceptance of a new approach to the education of our Spanish-speaking students and a recognition of their community rights concerning their children's education.

30. Raffel, Jeffery A. Responsiveness in Urban Schools: A Study of School System Adaptation of Parental Preferences in an Urban Environment. 1972 346p ED 063 569

Family Influence; Family School Relationship; Parental Grievances; *Parent Attitudes; Parent Conferences; *Parent Influence; *Parent Participation; Parent Reaction; *Parent School Relationship; *Parent Teacher Cooperation; Urban Schools

The relationship between parental preferences and school functioning in 10 elementary Schools in the Boston public school system was analyzed. The educational preferences of 400 parents were determined through survey research methods. School functioning at the 10 schools was determined by classroom observation, interviews, and written questionnaires. While a moderate relationship between parental preferences and school functioning was found across the 10 schools in educational methods, none was found in educational content.

Analysis of the process of responsiveness and parental attempts to alter school functioning indicated that responsiveness of school functioning to parental preferences is greatly limited within the school system. Non-responsiveness was found to be a function of the inability of parents to organize for collective action, the inability of principals to influence teachers, the power of senior teachers to select their school, the lack of perceptual accuracy of teachers about parents and their educational preferences, and the lack of legitimacy many parents, teachers, and principals hold for parental influence over teacher behavior.

31. Reyes, Ramiro; And Others. Handbook for California School District Advisory Committees; Elementary and Secondary Education Act of 1965, Title I. 1971 33p ED 062 468

*Advisory Committees; *Community Involvement; *Compensatory Education Programs; Federal Programs; Manuals; *Parent Participation; Parent School Relationship; Program Administration; Program Evaluation; Program Guides; School Community Relationship; *School Districts

This publication, which was funded under provisions of Title I of the Elementary and Secondary Education Act, is a handbook designed for use by parents and other members of school district advisory committees and target school parent advisory groups. It provides the information needed by parents to become active, effective committee members who will be able to work with school and school district personnel to advise them on planning, operating, and evaluating Title I programs. The main section of the handbook provides information about the two types of committees on which a parent might serve: it specifies the composition, role, and operation of each committee, as well as the types of training which might be most helpful to the parent. Definitions of some of the terms which are commonly used in references to, or discussions of Title I projects, and a summary of the most important requirements for Title I programs are in the appendixes. Included also are sample bylaws to serve as guides in setting up or reorganizing committees, and selected references.

32. Reyes, Ramiro D.; Gezi, Kal. Parent and Community Participation in Compensatory Education Through District Advisory Committees in California. A Progress Report. 1971 40p ED 062 467

*Advisory Committees; *Community Involvement; *Compensatory Education Programs; *Parent Participation; Parent School Relationship; Participant Characteristics; Program Administration; Program Evaluation; School Community Relationship; School Districts; Spanish Speaking; State Surveys

This publication is the report of an attempt by the Division of Compensatory Education to evaluate the effectiveness of parent advisory committees as they operate in relation to the Elementary and Secondary Education Act Title I Programs in California Schools. The sample for this study was randomly selected. It consisted of 186 advisory committees that represented ESEA Title I projects in 234 school districts. These districts were located in 43 of the 58 counties in California. On the basis of two mailings of requests of the districts for the names and addresses of the members of their district advisory committees, 3,690 questionnaires were mailed with a cover letter to the advisory committee members, including 305 ESEA Title I project coordinators and school district superintendents. A total of 1,620 questionnaires were returned. Another sample used in the study consisted of all of the 50 consultants in the division of compensatory education. Each was asked to respond to a modified version of the questionnaire, and 25 consultants responded by completing and returning the questionnaires.

33. Scribner, Harvey B. Community Involvement in Decision-Making. 1972 13p ED 066 816

Citizen Participation; *Community Involvement; *Decision Making; *Parent Participation; *Policy Formation; Politics; Power Structure; *Student Participation

This report advocates increased participation of parents and students in the decisionmaking process. The author argues that of all the school constituents -- parents, students, teachers, administrators, and various citizen organizations and special interest groups -- parents and students have the least influence. Thus, the political balance of educational policymaking is tipped in favor of well-organized and well-placed special interest groups. The author suggests areas of involvement for both students and parents.

34. Stavros, Denny. The Evaluation of the School-Community Agents Project, 1970-1971. 1971 19p ED 059332

Achievement Gains; After School Activities; *Compensatory Education Programs; Counseling Services; Family Life; Intervention; *Parent Participation; *Program Evaluation; *School Community Programs; School Community Relationship; Tutorial Programs

The four initial general goals of the projects, funded under Title I of the 1965 Elementary Secondary Education Act, are: (1) to raise the acievement level of the target group children; (2) to increase the overall participation of parents in school related affairs;

(3) to attempt to influence parents' competence in dealing with their everyday problems; and, (4) to increase the staff's involvement in the community's life. The evaluation design focuses on three sources of information: (1) student activities, including tutorial services; (2) student scores from the Title I Testing Program of May 1971; and, (3) parent activities, only about half of the agents were successful in providing information on their effects relating to activities and services provided the students and the students' parents in the target groups. The changes in achievement level of the target group students could not be assessed because of the lack of pre- and posttest scores, at the elementary level. Almost two-thirds of the parents of target groups students participated in one or more activities. Over three-fourths of the students, in 18 schools, participated in one or more activities not directly a part of their classroom instruction.

35. Stout, Irving W.; Pratt, Wayne T. Introduction to School Board Training: English Text to Accompany Slides and Tapes. Navajo School Board Training Project. 1972 31p ED 068 232

Administrative Problems; *American Indians; *Audiovisual Instruction; *Boards of Education; Cultural Awareness; Educational Needs; *Parent Participation; School Community Relationship; *Training Techniques

The English text to accompany slides and tapes used in the Navajo School Board Training Project is presented in this booklet. The text for the audio-visual training session covers 92 frames and is divided into 4 major parts: The introduction; Duties and Responsibilities of a School Board; Useful Information for School Board Members; and Problems Faced by School Boards.

36. Stout, Irving W.; Pratt, Wayne T. Navajo Community School Boards Speak Out: A Summary of Navajo Thought About Education. Navajo School Board Training Project. 1972 75p ED 068 230

*American Indians; *Boards of Education; Cultural Awareness; Curriculum Development; *Educational Needs; Instructional Staff; *Parent Participation; Planning Meetings; School Community Relationship; Teacher Aides; *Training

School board training is conducted 8 times during the school year at 5 reservation locations for approximately 300 adult Navajos. A list of statements made during small group discussions on the major topic items covered at these meetings is presented in this report. Major topics include curriculum development, parent-school

and community-school relationships, training problems, and staff selection. A suggested list of training activities for 1970-71 is included along with copies of school board meeting minutes from 2 school districts.

37. Stout, Irving W.; Pratt, Wayne T. Summary Report of Training Activities. Navajo School Board Training Project. 1972 15p ED 068 252

*American Indians; *Boards of Education; Community Attitudes; Cultural Awareness; Curriculum Development; *Educational Needs; Instructional Staff; *Parent Participation; School Community Relationship; *Training; Vocational Education

A brief summary of conclusions reached by consultants and an interpretive summary of reports made by small discussion groups during the Navajo Community School Board Training Project are presented in this report. Major conclusions are that Navajos took the training sessions seriously, that the trainees could not be rushed, that the trainees recognized the values of both the old and the new in such matters as curriculum, that the greatest area of sensitivity was in the field of relationships, and that the trainees recognized their own limitations and freely expressed a desire for continued training. Topics discussed in the interpretive summary of reports include curriculum development, parent-school and community-school relationships, training problems, and staff selection.

38. Sullivan, Howard J.; Labeaune, Carol. Effects of Parent-Administered Summer Reading Instruction. 1970 12p ED 042 831

Achievement Gains; Directed Reading Activity; Home Study; *Kindergarten Children; Parental Background; *Parent Participation; Participant Involvement; Reading Achievement; Reading Instruction; Reading Materials; *Reading Programs; *Summer Programs

The Southwest Regional Laboratory (SWRL) has developed and initially field tested during summer 1969 a Summer Reading Program (SRP) designed to prevent the decrement in kindergarten children's academic achievement caused by the lack of instruction and practice during the summer. Each parent supervised his child at home in structured reading practice. The parents of 183 of the 244 kindergarten children in the SWRL first-year reading program agreed to participate. Two schools in a third urban Southern California district were intentionally selected on a post facto basis to obtain a comparison group of 30 subjects. A package of structured guidelines for the parents and

ten sets of pupil materials (one per week) were mailed to each participant. The guidelines explained the organization and schedule for the program and described specific procedures to be used by parents in applying the various materials. Sources of transactional and achievement data included the pretest and posttest for the program, the SRP rating sheet, and the weekly record sheets, Post-summer achievement by the children was found to be higher than their pre-summer performance, an encouraging reversal of the normal trend.

39. Torge, Herman. Guidelines for Lay Participation at School Board Meetings in Ohio. A Monograph. 1971 16p ED 056 402

*Board of Education Policy; *Boards of Education; *Citizen Participation; Community Role; Guidelines; *Laymen; *Parent Participation; School Community Relationship

This paper describes a study designed to (1) identify valid items that school boards must consider to assure that lay participation is encouraged and controlled; and (2) determine to what extent these items were incorporated into the present school board policy manuals, and to what extent they were being used in the practices of school boards during the course of their meetings. The study produced recommendations designed to ameliorate conditions such as the lack of communication between boards and constituents, distrust of one group by another, chaotic meetings, and a lack of knowledge concerning what constitutes adequate policy for lay participation. Guidelines were developed both for written statements by the board and for meeting procedures.

40. Title I in Your Community. 1971 45p ED 057 139

Community Action; *Compensatory Education Programs; Disadvantaged Youth; Educational Administration; Educational Facilities; Elementary Education; Federal Aid; *Parent Associations; *Parent Participation; Parent School Relationship; Program Administration; *Program Planning; Secondary Education

This document is part of a kit entitled Title I in Your Community, which has been redesigned to include new information about Title I and to disseminate the experiences of parent groups who have been working on Title I problems. This kit includes sample forms which can be used by parent and community groups to monitor the use of Title I funds. The contents of this document include: (1) how Title I works; (2) federal guidelines and criteria; money for poor children, not general aid, use of funds to supplant, the comparability rule, construction and equipment, failure to meet the needs of

educationally disadvantaged children, supportive services, and private schools; (3) Title I in a unitary school system; (4) your right to public information; (5) analyzing information. Interviewing officials, and visiting schools; (6) parent councils; (7) community action; and, (8) compensatory education and other federal programs. Appendix A lists the names, phone numbers, and jurisdictions of federal and state officials involved with Title I. Appendix B is a partial list of people and organizations that may be of help on Title I and related issues, with address and phone number specified.

Also available from: NAACP Legal Defense and Educational Fund, Inc.; 10 Columbus Circle, N.Y., N.Y. 10019 ($1.50, single copies up to 10)

41. Vineyard, William E. Research Needed on Boards of Education Representing American Indian Students. A Position Paper. 1970 14p ED 057 945

*American Indians; *Boards of Education; Community Control; *Cultural Differences; Federal Programs; Individual Power; Literature Reviews; *Parent Participation; *Research Needs

The pronounced need for community support and involvement in school affairs is evident throughout the nation. This need is especially acute in situations where cultural and economic differences exist between the school and the parents. Study of school boards can locate some of the correlates that articulate and enhance the Indian parents' and the schools' avenues of appraoch to each other. Increasing emphasis had been placed by the Bureau of Indian Affairs (BIA) and by Indian Tribes and other groups toward maximum Indian involvement in all Indian affairs. The BIA has expended extensive efforts in organizing formal school boards and in training board members and school administrators to enhance community involvement. There is a pronounced need to provide analyses of these efforts and to point out direction for future emphasis. If Indian parents are alienated or isolated from the opportunity to be involved in their children's education, factors causing such alienation or isolation need to be pointed out so that corrective policy can be implemented. If meaninful dialogue can be established to reach across geographic, cultural, and economic barriers that may exist between the Indian home and the school, the distance between the learning style of the pupil and the teaching style of the school will be reduced. In this paper, after a review of literature, 6 relevant topics for needed research are listed, and methodological considerations are discussed.

42. Woodward, Leroy A. The PTA Project "Rise." 1971 4p ED 052 894

Beginning Reading; *Community Services; Community Support; *Early Childhood Education; *National Organizations; National Programs; *Parent Participation; Parent Responsibility; *Reading Readiness

The Reading Improvement Services Everywhere (RISE) Project was lanuched by the National PTA so that PTA's throughout the nation could participate in the federally initiated right-to-read effort. It is felt that the parents are responsible to see that the child's learning motivation and readiness are well developed. Project RISE focuses on what can be done to assure reading readiness and early reading. The objectives include to contact the parents of preschool children, to encourage a personal library in the home, and to call for involvement of PTA and Education Agency teams in the development phase of the project. The local PTA's will learn what the schools are doing in the area of reading improvement, support the schools by disseminating information, and help all parents to understand the objectives to be accomplished. Able volunteers can offer help in the classroom, the library, and in promoting the program.

43. Yaman, Nancy; Hanson, Ralph A. The Development and Evaluation of a Parent Training Manual for Home Instruction. 1971 24p ED 055 280

*Communication Skills; *Course Evaluation; *Guides; *Home Instruction; Kindergarten Children; *Parent Education; Reading Level

The development of a simple and effective means of training parents and other non-professionals in the use of a home-based instructional program is the concern of this paper. The home-based program is the SWRL Parent-assisted Learning Program (PAL). PAL was created as an adjunct to a broader communication skills program, First Year Communication Skills Program (FYCSP), a criterion-referenced instructional program, which includes research-based instructional materials and procedures and is designed to teach kindergartners basic reading skills. In developing the PAL parent guide four basic guidelines were followed: (1) minimizing the reading requirements for parents, (2) providing a means for parents to practice skills being taught, (3) providing a means for parents to evaluate their own learning, and (4) keeping training procedures as brief as possible. The current parent guide consists of 10 pages and includes the following: (1) a description of the purpose of the PAL program, the mateirals included, and other basic information, (2) a description of the practice exercise and the general instructional procedures parents are to follow when using the practice exercises, (3) a series of exercises designed to give parents practice in using the general

instructional procedures, (4) a pronunciation guide illustrating how the program words and word elements are sounded out and procedures for practicing the pronunciation of them. It was determined that the procedures used were successful in producing a low-cost guide.

Most Recent References
(April 1973 through May 1974)

44. (Alum Rock Voucher Project. Information Packet.) 1972 146p ED 073 546

Administrative Problems; *Decentralization; *Educational Experiments; Educational Finance; *Education Vouchers; Elementary Schools; *Parent Participation; Racial Factors; *School Community Relationship

This packet contains (1) informational booklets for parents in the Alum Rock Union Elementary School District, (2) a booklet on the pros and cons of a voucher system, (3) promotional material, (4) a progress report on the project, (5) the project proposal to OEO, and (6) a sample school and program preferences form. The program, according to the information provided, involves six schools, each of which has two or more of the programs described in the informational booklets. In addition to the basic vouchers, compensatory vouchers equal to one-third of the basic voucher amount are added to the account of each child who is eligible for the free lunch program. Additionally, parents who are dissatisfied with any of the schools or programs can join together to start their own "community school."

45. Barnes, Delores. Structuring Communication with Parents: Participation in Common Terms. 1972 38p ED 071 180

Communication (Thought Transfer); *Communication Problems; *Educational Needs; *Educational Objectives; *Elementary Education; Information Seeking; *Parent Participation; Parent School Relationship; Technical Reports; Theories

This study was conducted to identify the language difficulties encountered by parents in working with 106 goal statements for elementary education. A sample of 13 parents from middle to low socioeconomic classes identified 1,265 words and phrases they did not understand. After the goals were rewritten, parents identified only 58 words and phrases as not understandable. Based on the theory

that communication only takes place when communicators are speaking from a mutually held stock of knowledge, the newly rewritten statements are more understandable than the original statements. Based on the theory of pragmatic communication, the parents are still in a double-bind position regarding such goals as those of modern math and cannot communicate appropriately their desires for their children. Should principals act on the rating of such goals by parents, it is possible that the school programs would not reflect the true goals desired by parents. If parents are to participate in goal-sorting procedures, they need a way of indicating what they do not understand and an opportunity for further clarification prior to rating the goals.

46. Bercovici, Antonia; Feshbach, Norma. Teaching Styles of Mothers of "Successful" Readers and "Problem" Readers in the First Grade. 1973 12p ED 076 962

Beginning Reading; *Cognitive Processes; *Grade 1; Learning; *Parent Participation; Reading Ability; Reading Instruction; *Reading Research; Reading Skills; Retarded Readers; Teaching Methods

The behaviors manifested by mothers of readers and mothers of nonreaders were observed as they taught their children two cognitive tasks. As a methodological control, both groups of mothers were required to teach two other children, one similar to and one different in ability from their own child. The subjects consisted of 40 first grade children, their mothers, and 80 additional first graders. Twenty of the mothers had children classified as problem readers and 20 had children classified as successful readers. Of the remaining first grade children, 40 were children with reading difficulties and 40 were successful readers. Each problem reader was matched with a successful reader for IQ, age, and sex. A mother initially taught her child two cognitive tasks; she then taught the same cognitive tasks to a child of the same reading ability as her own child and to a child with a different reading ability from that of her own child. The tasks consisted of teaching the child to match 12 pairs of linedrawn faces and to fit pegs of different lengths into holes of varying depths in such a manner that all the pegs were level across the top. The most significant findings was the intrusive, controlling, and negatively reinforcing teaching strategy of the mothers of nonreaders.

47. Biglin, James E.; Pratt, Wayne. Indian Parent Involvement in Education: A Basic Source Book. 1973 126p ED 076 273

*American Indians; *Board of Education Policy; *Board of Education Role; Comparative Analysis; Curriculum; Educational Finance; Federal Government; *Parent School Relationship; Parent School Systems; School Administration; Schools; State School District Relationship; Student School Relationship; Trustees

The source book is designed for parents of American Indian children. The primary objectives are to provide: basic information on the operation of Federal and Public schools; practical suggestions on how parents can become involved; and guidelines for the parents to better prepare their children for educational success. Topics include duties of administrators, school services, funding, curriculum, parent-teacher relationships, parents' role in motivating the child, and a selfhelp guide for a behavior modification program at home. Also available with this source book are 2 slide/cassette presentations. They are "Help Begins at Home"; a presentation designed to provide Indian parents with practical suggestions for preparing their pre-school children for school; and "Passing of the Sun": a presentation which provides information on school operations, administration, and parental involvement.

48. Bilingual Program in School and Community Relations of Office of Bilingual Education. 1973 9p ED 081 271

*Bilingual Education; Bilingualism; Community Programs; *Community Relations; English; *Information Dissemination; *Parent School Relationship; Public Schools; *School Community Programs; Schools; Spanish

This information dissemination kit presents an introduction to the Bilingual Program in School and Community Relations of the Central Board of Education of the City of New York. Included are a program description, program objectives, duties of the bilingual teacher in school and community relations, and a list of schools involved in the program.

49. "Building Communication Skills: Home-School-Community" July 1, 1970 to June 30, 1972. Florence-Firestone Project, Final Report. 1972 314p ED 075 689

Adult Basic Education; Adult Counseling; Audio-lingual Methods; Communication Skills; *English (Second Language); Instructional Materials; *Mexican Americans; *Parent Education; Parent Participation;

*Parent School Relationship; Program Descriptions

An English as a Second Language (ESL) project was conducted for parents of Mexican-American students in the Florence-Firestone neighborhood of Los Angeles. The major part of the curriculum was build on home-school communication to allow parents to learn the language of the school setting. Other objectives were to establish more effective dialogue between home, school and community and to encourage involvement in PTA, School Board and other public meetings. A bilingual counselor explained counseling services available for parents and students. Twenty-nine teachers offered morning and evening ESL classes for two academic years. Child care was available for day classes. Bilingual teacher aides were used. Seventy special lessons in home-school-community communication skills were developed, stressing the audiolingual approach. Community and city resources were widely used. Project accomplishments have been positive, as evidenced in: (1) the high attendance of Mexican-American parents at parent and civic meetings; (2) group orientations and individual counseling; (3) the numerous social and cultural activities held on school sites; (4) student surveys showing that ESL lessons were instrumental in creating a better understanding of the school system; and (5) the positive opinion of the project held by parents, community leaders, and school personnel. The special lessons are provided.

50. Crosset, Robert John Jr. The Extent and Effect of Parents' Participation in Their Children's Beginning Reading Program: An Inner-City Project. 1972 136p ED 076 9[illegible]
Document not available from EDRS

*Beginning Reading; Elementary School Students; *Grade 1; Negro Mothers; Negro Youth; *Parent Participation; Parent School Relationship; Reading Achievement; *Reading Improvement; *Reading Instruction; Socioeconomic Influences

This study describes and analyzes a Parent Participation in Reading Program (PPR Program) for low socioeconomic Negro parents and their first grade children as it operated at Washburn Elementary School, Cincinnati, Ohio, during the 1968-69 school year. The PPR Program involved the parent's observing the child at school in a reading group and then receiving personal instruction and materials for home study with the child from a teacher at a "Family learning center" located near the school and open at the parents' participation in their instruction. No significant difference was found when comparing the reading achievement of the children whose parents visited the centers regularly, occasionally, and seldom if ever or when comparing reading achievement scores of untreated first

grade children and children whose parents participated actively in the program. However, the study did demonstrate that such parents will participate in a program to improve their children's reading and that the reading achievement of children whose parents participated actively, while not statistically significant, was greater than that of children whose parents did not participate.

Availability: University Microfilms, A. Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-31, 922 MFilm $4.00 Xerography $10.00)

51. Dobson, Russell L.; Shelton, Judith E. Family Involvement-Communication System (FICS); FICS: An Expanded View of Counselor Consulation; Native American Family Involvement-Communication System (NAFICS) (A Series) 1972 34p ED 075 750

*American Indians; *Communication Skills; Elementary School Counselors; Family Attitudes; Family Influence; *Family Involvement; *Family School Relationship; Models; *Parent School Relationship; School Personnel; Schools; Student Personnel Workers

The purpose of this model is the implementation of a multi-faceted Family Involvement-Communication System (FICS) which has as its major thrust the involvement of the family as active partners in school experiences. The model provides training and experiences for teachers, principals, parents, and graduate students in involvement and communicative skills, with special emphasis on the elementary school counselor as an ideal person to organize and coordinate a human relation "umbrella" approach to consulting services. The Native American Family Involvement-Communication System (NAFICS) is also presented as a theoretical model designed to assist low-income Native American families in developing their leadership potential in order to assume substantive roles as para-professionals working with other parents, teachers, and students. Goals of FICS include opening communication lines, assessment of family needs, and provision of practical experiences in parent involvement and communication skills for graduate students in education and psychology.

52. Elliott, David L. Project 88: Parent Participation in the Elementary School. 1972 23p ED 071 751

*Cross Age Teaching; *Early Childhood Education; Elementary Grades; Experimental Programs; *Kindergarten Children; *Parent Participation; Preschool Programs; Program Descriptions; *Teacher Aides; Tutoring

The program described in this paper illustrates the extension of teaching to parents and older children. Project 88, so-called because of the 88 children who were involved during the first year of the program in 1969, is a parent participation program that included a kindergarten, a first grade, and an interage 4-5-6 combination at the Castro School in El Cerrito, California. Five of the minimum conditions that must be met in organizing a parent participation program are: (1) the teachers involved must have classroom programs that are attractive to parents and children and flexible and varied enough to allow others to share in the instructional role; (2) provisions must be made for many different kinds of participation by parents and volunteers in ways that fulfill important needs of both adults and children; (3) provide training and consulation for participants to foster understanding of children's behavior and learning, various knowledge areas, and the ways in which schools and classrooms function; (4) provide leadership and organization to insure that the planning and administrative functions necessary to coordinate the resources are carried out; and (5) obtain administrative support from the local building principal and central office personnel to faciliate operation and integration of the program into the overall school program. Parent participation grew in the three years of the program beyond the Project 88 classrooms, and it is felt that increased involvement will continue.

53. Exceptional Children Conference Papers: Administration in Special Education. 1973 51p ED 078 630

*Administration; Administrative Organization; Behavior Change; *Communication Problems; Conference Reports; Educational Trends; *Exceptional Child Education; Handicapped Children; *Parent School Relationship; Program Evaluation; Public Schools; Special Education Teachers; *Trend Analysis

Four conference papers focus on aspects of administration in special education (SE) for handicapped children. Contrasted are formal with informal organizational structure, and examined are communication lines in a special education division to point out human divergence from formal bureaucratic to actual structure, and to show how a formal change in structuring is meaningless when the actual structure is not changed (decentralization is given as an example). Parents as potential changers of children's behaviors is the theme of a paper in which the author offers a model for parental involvement through a workshop in behavioral management. In another paper, two procedures, process and product evaluation, used in evaluating exceptional children's developmental education programs, are discussed in terms of a computerized information system, formulation of evaluation design, measurement, data collecting, data analysis, and report

writing. The final paper reports future trends in special education, assessed through the Council for Exceptional Children's member survey to members, who predict such major SE changes as increased integration, decategorization, individualized instruction, teacher education reform, and new programs for severly handicapped children; also noted is they survey's indication of a transition period, during which SE teachers and administrators will need to reassess their roles, and the field will need to concentrate on financing and leadership.

54. Fox, Karen F.A. Incentives for School Achievement. 1973 22p ED 083 134

*Incentive Systems; Learning; *Motivation; Parent Influence; *Parent Participation; Reading Research; *Reading Skills

In 1971, the Wethersfield, Connecticut School Department received U.S. Office of Education grant to initiate a study testing some of the incentive models proposed by Jung and his colleagues. The goal of this project was to improve students' initial mastery of reading skill objectives by a program of assigning appropriate objectives to each student, testing mastery of assigned objectives through criterion-referenced tests, and finally awarding incentives to target groups based on students' mastery of assigned objectives. In addition, the project has the goal of implementing and evaluating the impact of three incentives. Four experimental groups were devised: Student, Parent, Parent-Student, and Control (no treatment). In the Student Incentive Treatment, students received instruction, Regional Center Materials, and the 1972 10X Catalog of toys, books, or records, and, ultimately, a class field trip. Incentives in the Parent Incentive Treatment included parents praising student success as an incentive with the parents receiving as an incentive $200 if 80 percent of the children in the class achieved 80 percent accuracy. The Parent-Student Treatment combined the incentives of the first two groups. (The document contains information on the analysis of the reading achievement outcomes and classroom observation data, supportive tables, and a discussion of the results. (For related document, see ED 062 668.)

55. Gilbert, Katherine J.; Reid, Marilyn J. A Survey of Parents' Opinions Regarding School Policies and Practices at Sir Winston Churchill Secondary School. 1972 16p ED 077 958

*Educational Practice; *Parent Attitudes; *Parent School Relationship; Questionnaires; *School Policy; Secondary Grades; *Surveys; Tables (Data); Technical Reports

A summary of responses by parents of students to a questionnaire concerning school policy and practices is presented. Responses totaled 516, estimated to be 37% of the families. Among the results were the following: (1) most parents were satisfied with the course content, quality of instruction, and standard of achievement; (2) 62% approved of allowing secondary student to go to elementary schools during regular school hours to help with the instructional program, but 25% disapproved of the practice: (3) most parents felt that they should receive reports of their child's progress 3 or 4 times a year; (4) 54% of the parents in the sample had not attended a parent-teacher conference; (5) 60% were satisfied with the present availability of counselors to students and parents; (6) 88% favored attendance regulations; (7) 80% supported rules governing student behavior; (8) 61% thought that the extent of personal freedom for students in the school was "just right", and (9) guidance, art, language and English were the subjects about which the parents were most dissatisfied. Questionnaire items and a tabulation of replies are provided in an appendix.

56. Greenwood, Gordon E.; And Others. Assistance to Local Follow Through Programs. Annual Report. 1972 308p ED 073 830

*Compensatory Education Programs; Disadvantaged Youth; Home Visits; Mothers; Observation; Paraprofessional School Personnel; *Parent Education; *Parent Participation; Parent Teacher Cooperation; *Primary Grades; Program Descriptions; *Program Evaluation Tables (Data)

The Florida Parent Education Follow Through Model emphasizes: (1) the training of mothers (two to each classroom) in the role of combined parent educator and teacher auxiliary; (2) training the teacher in the use of paraprofessional personnel; and (3) development of materials for family use which take into account not only the school's goals for the child but also the family's expectations, goals, life style and value system. Both teacher and parent educator are taught procedures for the development of teaching tasks. The parent education activity consists of weekly home visits to demonstrate to the mother tasks that have been devised in school to increase that child's intellectual competence and personal and social development . Parents' ideas and opinions are solicited and used in the program. The evaluation covered the areas of maternal teaching beahvior, teacher-parent educator planning, parent educator teaching style, and parent educator evaluation of a home visit. In

each community, six teachers and six parent educators were randomly selected for evaluation. Videotapes of home visits were made to provide for better evaulation. Appendices contain the instruments and instructions used in evaluation.

57. Gross, Ruth B.; And Others. The Sands School Project: Third Year Results. 1970 55p ED 078 958

Comparative Analysis; Early Experience; Elementary Grades; *Interviews; Longitudinal Studies; *Parent Participation; *Student Attitudes; *Student Evaluation; *Teacher Attitudes; *Teaching Techniques; Technical Report

The third year of a study comparing the performance of four groups of children attending Sands School is reported. The four groups of children were a Montessori classroom, a nongraded classroom, children with preschool experience and in conventional (graded) classrooms, and children without preschool experience and in conventional classrooms. The groups were reasonably matched in terms of age, socioeconomic status, race, and male-female ratio. The third-year evaluation consisted of three studies: interviews with 40 children, 10 from each group; interviews with a selected number of mothers of the children; and a two-part study consisting of interviews with a number of Montessori and nongraded teachers from the community and a number of Sands teachers and two adminstrators. The childrens' interviews focused upon social competence and maturity, self-concept, and attitudes about school; the mothers' interviews were to ascertain how involved they were in the education of their children; and the teachers' interviews concerned their attitudes about the ideal teaching environment, philosophy of teaching, role of the teacher, purpose of education, ideas about pre-school experience and kindergarten, personal aspects of teaching and attitudes about children in the educational setting. The interview data are discussed. Appendixes to the report are: Children's Interview Schedule; Parents' Interview Schedule; Teacher Interview--Montessori; Teacher Interview--Non-graded; and Teacher Interview--Sands.

58. Hammond, Peirce; Quinn, Harry. An Evaluation of the Comprehensive Early Childhood Education Network. 1973 8p ED 074 130

*Early Childhood Education; *Information Dissemination; *Parent Participation; *Program Evaluation; *School Community Programs; Speeches

The Comprehensive Early Childhood Education Network is designed to encourage increased community support and influence in schools by providing information about existing early childhood programs to community members and school staffs. Information dissemination, observation of ongoing programs, and project monitoring are planned and supervised by individual District Advisory Councils. Evaluation of district objectives, evaluator's observations, interviews, and monitoring reports show that most information is disseminated, community training in planning and observation is needed, there are parent turnover problems, plans are followed, and increased parental involvement exists.

59. Hedges, Henry G. Using Volunteers In Schools. Final Report. 1972 168p ED 085 848

Academic Achievement; Annotated Bibliographies; Elementary School Students; Grade 1; Kindergarten; Models; Parent Attitudes; *Parent Participation; Parent Teacher Cooperation; *Program Descriptions; *Program Evaluation; Special Education; Task Analysis Test Results; *Volunteers

The two main sections of this report describe the general model for the Volunteer Parental Involvement Program and provide the program documentation. The model is accompanied by materials developed for its implementation in schools. These materials comprise a manual that schools are employing in developing their own Parental Assistance Programs. The documentation covers the extension of volunteer use in three schools in particular, for each of which an independent section is provided. The report for each school identifies the nature and needs of the program, the goals of the school, the staff's participation in the project, the major phases of the project itself, evaluation procedures, and the results and analysis of the findings. Suggestions are also provided for generalizing the findings or disseminating them to other schools. A general and selected bibliography are included. (Overall poor copy.)

Also available from: Niagara Centre, The Ontario Insitute for Studies in Education, 187 Geneva Street, St. Catharines, Ontario L2R 4P4 (Canada) ($1.50)

60. Hedges, Henry G. Volunteer Parental Assistance in Elementary Schools (Abstract). 1972 29p ED 085 849

Doctoral Theses; *Elementary Schools; Models; *Parent Participation; *Task Analysis; Taxonomy; *Teacher Role; *Volunteers

To study the differences in teachers' time allocations to various functions when volunteers were and were not present, as well as the differences in the amount of adult time spent with individual pupils in these sessions, an experimental design was employed that included a taxonomy of classroom functions based both on a theoretical framework and on direct observation. A total of 151 formal half-day observations in 22 elementary classrooms were recorded. The most important conclusion of the study is that when volunteers were present, teachers allocated more of their own time to instructional functions. A selected bibliography is included.

Also available from: Niagara Center, The Ontario Insitute for Studies in Education, 187 Geneva Street, St. Catharines, Ontario L2R 4P4 (Canada) ($1.00)

61. Hirst, Lois Trimble. An Investigation of the Effects of Daily, Thirty-Minute Home Practice Sessions upon Reading Achievement with Second Year Elementary Pupils. 1972 139p ED 082 172 Not available from EDRS.

Grade 6; *Home Study; *Parent Participation; Reading; Reading Achievement; Reading Comprehension; *Reading Improvement; *Reading Instruction; *Reading Research; Reading Skills; Vocabulary; Word Study Skills

The purpose of this study was to determine whether repeated sessions of reading practice within the home, directed by a person who would support and encourage the pupil, would result in a significant increase in reading achievement. Eight boys and eight girls were selected a random from each of six second grade classrooms in two elementary schools and were randomly assigned to control and experimental groups. The experimental group was given five 30 minute periods each week for 16 weeks of reading practice at home with a parent serving as tutor. At an orientation meeting parents were shown how to instruct their children, how to keep records, and how to reinforce performance. The materials used were the same basal reading texts which the pupils were using for reading instruction in school. Hypotheses 1, 2, and 3 stated that vocabulary, comprehension, and word study skills achievement test scores of experimental pupils would differ significantly from the scores of control pupils on a delayed posttest. The data did not support the six hypotheses at the .05 level of confidence.

Availability: University Microfilms,A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-20,591, MFilm $4.00, Xerography $10.00)

62. Hyman, June M. A Laboratory for Learning Parental Involvement in the Public School Primary Classroom. 1970 41p ED 085 093

*Disadvantaged Groups; *Early Childhood Education; Environmental Influences; Orientation; Parent Child Relationship; Parent Influence; *Parent Participation; Parent Role; *Parent School Relationship; Parent Teacher Cooperation; *Programs; Self Concept

This document discusses parental involvement in public elementary schools, particularly those in poverty and minority areas. The need for more parental interaction in the classroom is described, along with the social, psychological, economic, and educational advantages for the parents themselves, the children, and the teachers. Included is a list of parent orientation activities, a daily class schedule, descriptions and evaluations of six parent participation programs, and comments on future trends.

63. Incentives in Education Project, Impact Evaluation Report. Final Report. 1972 398p ED 071 196

*Achievement Gains, Demonstration Projects; Disadvantaged Groups; Evaluation Needs; *Incentive Systems; Models; Parent Attitudes; *Parent Participation; Parent School Relationship; *Performance Criteria; Policy Formation; Statistical Analysis; Student Attitudes; Teacher Attitudes; *Teacher Motivation

This report describes results of a demonstration project carried out in four cities during 1971-72. The project aimed at exploring the feasibility and impact of two different forms of money incentives payment. In one form -- the "Teacher-Only" model -- the teachers in a school were offered a series of bonuses ranging from $150 to $600 per class per subject, depending on the amount of gain shown by their students on standardized tests of reading and math. In the "Parent-Teacher" model, the same bonus offer was made to teachers; but in addition, there were cash payments of $12.50 to $50 offered to each parent, depending on the mean gain shown by all of the students in their child's class. Quantitative data were collected from students, teachers, and parents at two points in time. This data included the results of questionnaires tapping attitude and behavior information, interview results, tallies from systematic observation, and standardized achievement test results. The data were analyzed by comparing the mean of an EXP school (one which had been offered incentives) to the mean of a matched CON school in the same city. The interpretation was restricted by problems inherent

in the design and time schedule of the project. Although it is possible that results reflect factors other than the incentives offer, the achievement gains observed for students in the Parent-Teacher model were substantially greater than those of the control group. Differences in achievement gain between the Teacher-Only model and the control group were negligible. Other results from the analysis of the attitude and behavior data also are presented and discussed, but no simple patterns were evident in these results.

64. It's Happening Now..In a Project That Knows People Are Important. 26p ED 080 526

*Elementary Education; Health; *Health Education; *Health Services; *Parent School Relationship; *School Community Cooperation; Student Teacher Relationship

The Health Education Through Parent Participation project serves selected elementary schools primarily from the central city complex of Tucson, Arizona. Its principal goals are to implement a curriculum model that a) assesses the immediate and most pertinent health needs and interests of the school community; b) jointly involves parents, students, and teachers as participants in the decision-making process concerning health education; and c) develops an emerging health education curriculum that is most relevant to classroom participants.

65. Kopita, Ronald R., Comp. Searchlight: Relevant Resources in High Interest Areas. 8U Update Search. Parent Counseling. 1973 14p ED 082 109

*Annotated Bibliographies; Parent Child Relationship; *Parent Counseling; Parent Participation; *Parent School Relationship; *Research Reviews(Publications); *Resource Materials

This updated search of the ERIC system, "Dissertation Abstracts," and journal literature has yielded 48 document abstracts which cover ways in which the school can involve the parents in the education and social development of the child.

Also available from: Impact Publications, School of Education, University of Michigan, Ann Arbor, Michigan 48104 ($1.00)

66. McLaughlin, Milbrey; And Others. The Effects of Title I, ESEA: An Exploratory Study. 1971 165p ED 073 216

*Compensatory Education Programs; Curriculum Development; Educationally Disadvantaged; Educational Strategies; Elementary Education; Enrichment Programs; Language Programs; *Parent Participation; Preschool Programs; *Program Evaluation; Student Teacher Ratio; Teacher Education; *Teaching Techniques

This review of projects, funded by Title I of the 1965 Elementary and Secondary Education Act, has sought to identify the compensatory strategies which appear most effective in meeting the needs of "educationally disadvantaged" youngsters. The project was undertaken in July 1970, as one element in the research conducted by the Title I Task Force, appointed by H.E.W. Secretary Finch. This final report consists of papers focusing on two issues. The first paper explores the notion that structured, teacher directed primary grade language programs will be more successful in raising achievement scores than generalized enrichment programs. The hypothesis was investigated by a comparative review of the evaluations submitted to the Center for Educational Policy Research and by field visits. The second paper reviews the effectiveness of parent involvement in compensatory education. The paper tries to systematically investigate an area about which there are many opinions but little coherent data. It identifies those models of parent involvement which have been most effective in reaching parents and sustaining their participation as well as those which seem to be most effective in affecting achievement. Survey and other research evidence concerning the effects of parent involvement on student achievement are reviewed. (Parts of this document, including some tables, are poor in legibility.)

67. Meyers, Edna O. Search for Preventive Approaches: Developing Cognitive Skills in a High Risk Community as a Deterrent to Maladaptive Behavior. 1971 141p ED 074 188

*Cognitive Development; Disadvantaged Youth; Elementary School Students; *Intervention; Negro Students; *Paraprofessional School Personnel; *Parent Participation; Parent Student Relationship; Self Esteem; Socially Deviant Behavior; Spanish Speaking; *Student Adjustment; Student Behavior; Student School Relationship; Urban Population

Project Search for Preventive Approaches hypothesized that the development of cognitive competence in adults and in youngsters, using non-curriculum-oriented materials, and deriving pleasure from an intellectual experience, could be posited as a necessary prerequisite for preventing or curbing maladaptive behavior in the

ghetto child, and helplessness and feelings of inadequacy on the part of those responsible for this child's continuing growth. Towards this end a program was initiated in the form of the "Think" Workshops and was held in five schools in East Harlem and Harlem. Attending in the second year of the project were over 60 adults. Some were mothers who worked with their own children at home; others were paraprofessionals who trained their own children as well as a comparable group in the school setting. Another group of paraprofessionals worked only with children in school. In all, over 150 subjects were involved in this study. 100 of them in the past year. Results indicated that statistically significant gains occurred in the cognitive competence of both the adults attending the workshops and the youngsters trained by thses adults. In the area of self-esteem, it was found that statistically significant gains in social competence by the adults led to a statisically significant lessening of respect for authority by this same population. (Most of the appendices are poor in legibility.)

68. Miller, G. Dean, Ed. Additional Studies in Elementary School Guidance: Psychological Education Activities Evaluated. 1973 445p ED 085 617

Communication Skills; *Elementary School Guidance; *Elementary School Teachers; Guidance Programs; *Parent School Relationship; Peer Relationship; Program Evaluation; *Psychoeducational Processes; *Self Concept; Student Development

This publication, fourth in a series on elementary school guidance, focuses primarily on three target populations counselors are committed to serve: children, teachers, and parents. It contains a collection of controlled studies and the impact of counselor effort on a variety of important guidance outcome variables: selfconcept, peer status, attitude toward school, and interpersonal communication skills of teachers and parents. In virtually all of the research reported, the positive influence of counselor-led activities is a result of some designated competence applied in a systematic way to a specific need of children, teachers or parents. It appears that psychological education, like cognitive learning, is most successful when learning activities are relevant and presented in an orderly manner over time.

69. Moodie, Allan G. An Evaluation of the "Drugs Are Like That" Program. 1972 27p ED 077 951

Administrator Attitudes; *Drug Education; Elementary Grades; *Instructional Films; *Parent Participation; Parent Reaction; Program Attitudes; *Program Evaluation; Questionnaires; Teacher Attitudes; Technical Reports

The purpose of this study is to assess in selected Vancouver elementary schools the drug education program utilizing the film "Drugs Are Like That." Questionnaire responses are summarized for: (1) parents who attended the advanced showings of the film with the subsequent discussions on drug abuse, and (2) principals, teacher, counsellors, nurses and Junior League volunteers who assisted with the drug education program for grades 4-7 at seven elementary schools. Analysis of responses showed that: (1) the majority of parents and resource personnel gave a "good" rating to the film, the evening program, classroom discussion, and the kit of drug information booklets; (2) most parents and resource personnel indicated that the film was suitable primarily for grade 4 and secondarily for grade 5; and (3) both groups agreed overwhelmingly that schools should share with parents the drug education of children.(For related documents, see ED 007 952, ED 007 953.)

70. Parent Power and Public Schools: A Guide for Parent Advocacy. 1972 17p ED 081 876.

Curriculum Development; Discipline Policy; *Educational Administration; Educational Change; Expulsion; *Guides; *Parent Participation; Program Administration; *Public Schools; Student Records; Suspension; Teacher Evaluation; Urban Education

The National Urban League has prepared this handbook as a guide for parents who want to improve systems and change schools. It is written with the hope that parents will use it as a tool to improve the quality of their children's education, Striking out at the root causes that make our schools instruments of ignorance. Since laws vary from state to state, and frequently, rules differ from district to district, no attempt is made to deal with the status of every state or school district across the nation. The cases cited here are fairly representative of all the states, although parents should determine what the specific case is in their own states and municipalities. Six topics are discussed: (1) visiting the school, including discussions of why schools should be visited, how to prepare for a visit, and how to follow up a visit; (2) school discipline and your child, discussing the ways in which your child can be disciplined, your rights at a suspension hearing, physical punishment, and other topics; (3) the curriculum: what your child learns in school, discussing promotion and failure, special classes, "slow" classes, and the multiethnic textbooks; (4) how to evaluate

teachers, specifying 11 questions to be asked in making such an evaluation, along with questions concerning the children in a teacher's class which might also be helpful in making the evaluation; (5) school records and your right to see them; and (6) Title I programs, discussing the purpose of Title I and the best uses of Title I funds. A list of sources of legal assistance for parents is provided.

Also available from: National Urban League, 55 East 52nd Street, New York, N.Y. 10022 (Price not quoted)

71. Peters, Donald C. A Plan for Indian Parent Involvement in South Dakota Day Schools. 1970 37p ED 086 395

*American Indians; Attendance Patterns; Day Schools; Dropouts, Educational Innovation; *Educational Needs; *Parent Attitudes; *Parent Participation; Parent School Relationship; Research Projects; Reservations (Indian); *School Community Relationship

The purpose of this study were to (1) gain insight into some of the reasons for the attitude of the American Indian parent toward their child's school progress through a review of influential historical factors; (2) determine the degree and the effect of parental interest today; and (3) make recommendations and suggestions for improving parent involvement in the school. The method used included a review of the current available literature. Additional information was obtained through interviews with Education Professions Development Act Indian panel members and parents of school age children on South Dakota reservations. Most teachers felt that Indian homes do little to assist the school in encouraging attendance and attention to schoolwork, and therefore better communication must be established between school and parent. An active advertising campaign to increase parental interest in the Indian schools was needed. The schools needed to become active in all local, county, and state competition in academic and recreational activities. Several recommendations were presented, e.g., changing the teaching methods and classroom setting to accommodate Indian learning styles by teaching Sioux language, nature lore, moral values, and by bringing the Indian point of view into the classroom.

Also available from: Inter-Library Loan, Northern State College, Aberdeen, South Dakota

72. Peterson, Terrance. A Curriculum to Assist Parents to Become Advocates for Improved Title I, ESEA Programs and Other Related Programs. 1972 22p ED 074 180

Advisory Committees; Changing Attitudes; Compensatory Education Programs; *Curriculum Development; Educational Attitudes; *Parent Education; *Parent Participation; *Parent Workshops; Problem Solving; Program Administration; Program Planning; Self Concept; Thought Processes; Training

The purpose of this curriculum is to increase the skills and self confidence of 20 to 30 parents who reside in "economically disadvantaged" school districts to the extent that they will become more active in seeking improvements in the 1965 Elementary Secondary Education Act Title I and other compensatory education programs in their school and school district. The emphasis of the curriculum is to provide a setting where parents can assimilate the necessary background information about Title I and related programs. Of equal or even greater importance will be the processes of analysis, synthesis, and problem solving. Activities that improve self-concept are also very important. Learning activities and settings will, therefore, be provided to involve the participants in comparing, analyzing, and developing solutions to real problems. At least 20 parents who have children in a Title I, E.S.E.A. program will be recruited. Five will be on the Title I Council to participate in the training program in the selected school district(s). Workshops will be organized and publicized. The workshop program will be organized in six modules. The training modules can be used in any school district where parents request them.

73. Porter, David O.; Porter, Teddie Wood. Searching for Models of Community Influence in Schools: A Theoretical Model and a Study of Independent Schools. 1973 50p ED 085 275

Bureaucracy; Data Analysis; Decision Making; Dissent; Educational Change; Educational Research; Marketing; Middle Class Parents; Models; Parent Attitudes; *Parent School Relationship; *Private Schools; Public Education; *Public Schools; Research Design; *School Community Relationship

In order to provide services in a manner that will keep the attention and confidence of their consumers, new efforts must be made and ways found to involve the public in the decisions and operations of individual public education institutions. Some ways in which public education may generate more involvement by individual consumers are examined here. Arguments behind moves to reform educational institutions are presented and preliminary findings of a study of private, non-religious schools are reported to indicate why middle class parents leave public school systems and remain in independent schools. The parameters of this choice are defined by differentiating between the actual processes for producing and allocating public

services and ideal conditions of markets and bureaucracies. To understand the problem of more satisfactory delivery of educational services, three questions were asked of four non-religious, independent, nonpublic schools in the Washington D.C. area: 1) what caused parents to reach dissatisfaction with public schools? 2) how do these alternative schools satisfy them? 3) do these schools provide models to apply to public schools? Data revealed seven substantial reasons for leaving public schools and six factors of parent satisfaction with alternative schools.

74. A Program of Enrichment Opportunities for Disadvantaged Children, Phase VIII, 1972-73. Project, 30-156. 1973 497p ED 073 836

Academic Achievement; Academic Enrichment; Affective Objectives; Cognitive Objectives; *Compensatory Education Programs; Disadvantaged Youth; Elementary Grades; Grade 10; Inservice Teacher Education; Parent Education; *Parent Participation; *Preschool Education; Preschool Programs; Program Budgeting; Program Descriptions; Program Planning; Psychomotor Objectives; Remedial Reading; Self Concept; Tutorial Programs

This compensatory education program serves approximately 792 disadvantaged children. Thirteen elementary school enrichment learning centers, two tenth grade tutoring programs, an area-wide remedial reading clinic, an instructional service center, and intensive teacher-parent inservice training will be the framework for enrichment experiences. Those in the program are low achievers with average or higher intelligence. Pre-kindergarten children at two schools are the subjects of pilot programs helping teachers and parents to assess preventive activities designed for child development for later school success. Application for Title I funds, budget analysis, and equipment and material listing are given. Intellectual, physical, social, and emotional needs are described, as are the affective, cognitive and psychomotor objectives of the program. These are followed by delineation of staff responsibilities, program descriptions, the evaluation design, the identity of the children served, information dissemination, budget relationships, and inservice education descriptions. (Filmed from best available copy.)

75. Program Handbook for Parent-School-Community Involvement and Parent Education. 1971 308p ED 086 391
Document not available from EDRS.

Disadvantaged Youth; Learning Activities; *Mexican Americans; *Migrant Child Education; *Parent Child Relationship; *Parent Education; *Parent School Relationship; Program Guides; School Activities; School Community Programs; School Personnel

The handbook for the Parent-School-Community Involvement and Parent Education Program is primarily concerned with the home, the school, and the community. It is felt that the relationship among these 3 institutions affects the total development of the child. The main goals are to: (1) develop rapport among migrant parents, school personnel, and community by increasing interpersonal contacts; (2) increase interest and knowledge among migrant parents about the education of their children; (3) involve all school personnel in the development of the best parent-school-community program; (4) enhance the parents' and school personnel's knowledge of agencies and organizations that may improve migrants' socioeconomic status; and (5) promote and involve migrant parents in all types of available educational opportunities. This handbook has been pilot tested at 3 selected Texas Migrant Project schools: McAllen, Robstown, and Hereford. Program developments attempt to make a significant impact on the education of migrant children. It is hoped that this handbook may be utilized by a medium sized local educational agency to initiate positive attitudes, interaction, and understanding among home, school, and community. The plan could either be fulfilled as outlined or expanded or reduced to meet different financial abilities.

Availalability: Southwest Educational Development Lab., 211 E. Seventh Street, Austin, Texas 78701

76. Report of Follow Through Parent Interview Project. 1973 36p ED 086 362

*Compensatory Education Programs; *Elementary School Students; *Interviews; Parental Grievances; *Parent Attitudes; Parent Participation; *Parent School Relationship

This survey, based on interviews with 896 parents, was undertaken in the Bank Street Follow Through Program in Spring 1972. The parent interview developed out of the belief of parents in the program and of Bank Street as sponsor that a program evaluation could be a fruitful project because (1) the process of the interview could be instructive to the parents, (2) Interview results could provide a measure of parent attitude, (3) training in interviewing techniques for the parent interviewers could widen parent participation, and (4) the interview project could stimulate interest in parent-directed evaluation. Part I of the interview was designed to measure the

degree and quality of the relationship between home and school. Part II of the interview was designed to assess the effectiveness of the Follow Through staff in providing broad services to Follow Through Families. Part III of the interview was designed to measure parent participation in parent activities in Follow Through. It was concluded that the parent interview could become an instrument for ongoing self-study and development of the parent group. A summary of responses to the parent questionnaire is appended.

77. Shelton, Judith. An Analysis of a Family Involvement-Communication System in a Title I Elementary School. Final Report. 1973 10p ED 082 091

Anti Intellectualism; Cultural Differences; Disadvantaged Youth; Elementary School Teachers; *Family Involvement; Home Visits; Lower Class Parents; *Lower Class Students; Middle Class Values; *Paraprofessional School Personnel; Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Teacher Attitudes

This investigation was undertaken to determine if economically deprived students' behavior, attendance and achievements would improve as a result of teacher-parent dialogue and contact through Family Involvement-Communication System (FICS) training. The procedures developed as FICS training were based upon the following assumptions: (1) low-income parents can be trained to train middle-class teachers in communicating effectively with parents and children living in low-income neighborhoods; and (2) more open communication and involvement between school and home would enhance the educational growth of youngsters. The results of this investigation indicate that increased communication and involvement between low-income families and teachers significantly increase children's average daily attendance and achievement. FICS training may be effective in opening lines of communication and involving low-income parents and teachers in productive dialogue and action, thereby enhancing the educational growth of youngsters.

78. Sherarts, I. Karon; And Others. Menominee Parents and the Education of Menominee Children. 1972 121p ED 082 874

American Indian Languages; *American Indians; Aspiration Board of Education Role; Catholic Schools; Culture; *Education; Elementary Grades; Family Background; *Family Role; *Parent Attitudes; *Parent School Relationship; Parent Teacher Cooperation; School Administration; Secondary Grades; Values

Eleven Menominee women interviewed 149 Menominee parents whose children attended School A, School B, Middle School, High School, Parochial School, or Miscellaneous (other District 8 Schools) in Minnesota from Febryary to May 1969. Interviewers found most parents very interested in schools, and anxious to participate in the interview, although questions about home life were not always favorably received. Eighty percent of the respondents were females. Most parents (83%) placed a high value on formal education. The emphasis placed on formally teaching Menominee language and culture was not as strong (about 40%). The evaluation report for parents was divided in 10 sections: 1) characteristics of Menominee parents; 2) aspects of family life; 3) attitudes toward formal education; 4) attitudes toward tribal language and culture and formal education; 5) assessment of their contact and influence in school affairs; 6) attitudes toward administration; 7) contact with and evaluation of school administration; 8) school board contact and evaluation; 9) evaluation of school curricula; and 10) aspects "liked" and "disliked" about schools. Nearly all respondents (97%) appeared to have given consideration to the educational needs of their children.

79. Smith, Carl B., Comp. Parents and Reading. Perspectives in Reading No. 14. 1971 117p ED 070 047

*Beginning Reading; Family Influence; *Parent Participation; Parent Role; *Parent School Relationship; Reading Difficulty; *Reading Instruction; *Reading Readiness

Chapters in this book described how the home and the general environment contribute language and concepts and thereby condition a child to react favorable or unfavorably toward school and reading. The causes of reading difficulties are discussed to show the physical and psychological as well as social and instructional interferences may be involved. Interest and motivation play key roles in the energy a child brings to reading and thus should be searched out by the parent and the teacher to take best advantage of the kinds of books that will appeal to the existing drives of the child. The book also treats the very practical concerns of the parents' role--how early reading instruction should begin, successful methods some parents have used to teach children to read, facts about decoding, facts about comprehension, and ways that parents can help with reading instruction in school through the PTA or on their own. The articles also suggest ways in which teachers and administrators can encourage parents to participate in helping their children learn to read.

Also available from: International Reading Association, Six Tyre Avenue, Newark, Delaware 19711 ($3.50 non-member, $3.00 member)

80. Steele, Dorrance D. Educating Native American (Indians): Better Programs Needed. 1974 7p ED 086 434

*American Indians; *Cultural Awareness; *Educational History; *Educational Responsibility; Federal Programs; *Parent School Relationship; Reservations (Indian); Treaties; Tribes

The intention of this paper was to inform readers about educating Native Americans and what could be done to better meet the Indians' needs. To present this, the paper covered the history of Indian education, the present, and the future. Indians were initially educated to force them to change, assimilate, and become acculturized, rather than to learn. For example, the Indian has been told by non-Indians what to do, when to do it, how to do it, and where to go. In the year of 1568, Louis XIV stipulated that the Jesuits educate Indian children in the French manner. The Franciscans assembled the Indians around their missions and taught practical, life-sustaining skills such as farming. At the end of the 19th century, the Federal boarding school system was inagurated. This policy separated the child from his family and tribe. State involvement in Indian education began with the passage of the 1934 Johnson O'Malley Act and was later followed by other Federal programs-e.g, Public Law 874. All 3 philosophies directed themselves towards anglicizing the Indian, gearing the curriculum to middle class American society. For the future, Indian parents, as a screening committee, must look critically at the textbooks used in the school. The materials and textbooks used must reflect cultural diversity, and must emphasize the positiveness of Indian contributions to this country. Indian cultural integrity must be perserved. The tragedy that the Indian student has experienced educationally must be discontinued.

81. Swick, Kevin J. Ideas for Parent-Teacher-Made Home Learning Kits. 1972 5p ED 086 316

*Continuous Learning; Cooperative Planning; *Early Childhood Education; Family School Relationship; *Home Instruction; Home Programs; Instructional Innovation; Instructional Materials; *Parent Participation; *Parent Teacher Cooperation; School Community Relationship

In the hope of extending school learning experiences into the home environment, this paper proposes that parents and teachers should combine their efforts to develop home learning kits. It was suggested that personal identity, community identity, cooperative living, and survival skills kits might all be worthwhile and necessary means by which to achieve learning goals. To develop any effective home learning program, however, the kits must be related to what is happening in the classrooms.

82. Thompson, Edra; And Others. The Maple Grove Story. 1972
136p ED 085 847

Academic Achievement; *Educational Innovation; Grade 1; Home Instruction; Individualized Instruction; Kindergarten; Models; *Parent Participation; *Parent Teacher Cooperation; Preschool Programs; *Program Evaluation; Rural Education; Student Transportation; Test Results; *Volunteers

This monograph documents some aspects of school life at an Ontario school for kindergarten and first grade students. The report emphasizes some of the special features of the school, such as the use of parent volunteers; a highly individualized program based in a large measure on students' goals, interests, and readiness; a comprehensive evaluation of the kindergarten program; a parents' manual for home instruction that forged a new type of school-home cooperation; and a "mini-school" for preschoolers operated by parents as a pilot project in early childhood education. In addition, the school has for three years been the location of studies in inquiry, problem-solving, and other curriculum innovations; and for a year, was one of the schools in which a model for parental assistance was implemented. (Photographs may reproduce poorly.)

Also available from: Niagara Centre, The Ontario Institute for Studies in Education, 187 Geneva Street, St. Catharines, Ontario L2R 4P4 (Canada) ($1.50)

83. Towarnicky, Carol. Parents Primer: A Guide to Education.
32p ED 070 031

Civil Rights; Guides; *Parent Influence; *Parent School Relationship; School Law; *School Responsibility; Schools; School Services; School Systems; *Student Rights; Student School Relationship

This handbook for parents assumes that there is nothing wrong with their child but that there is something wrong with the school system. It assumes that parents know what their children need to survive and that the one-sided, professional approach to learning is not working as well as school authorities say that it is. The authors of the booklet believe that parents want the best for their children but often feel helpless in finding their way through the school system's bureaucracy. This handbook states what some of the rights of children and parents are, and how to go about obtaining them. It lists the names of people who are responsible for the child's education and the proper channels to follow. It is stated that this is a handbook for parents who want their children to have more than they did.

84. Van Allen, Roach. Reading Programs: Alternatives for Improvement. 1973 55p ED 078 393
HC not available from EDRS

Developmental Reading; Educational Planning; *Evaluation Techniques; *Individualized Instruction; Learning Experience; *Parent Participation; Reading; *Reading Instruction; Reading Materials; *Reading Programs

The purpose of this guide is to help school district committees composed of parents, community groups, teachers, administrators, and students develop a plan for improving reading instruction through an emphasis on individuals as learners. Included in the table of contents are: (1) "What Should We Do about Reading Instruction?" (2) "Why This Guide?" (3) "Study Your Reading Program." (4) "What Are Our Educational Goals?" (5) "What Are Our Goals for Individuals in Our Reading Program?" (6) "Who Should be Involved in Planning and Decision Making?" (7) "What Practices Provide Effective Implementation of Our Beliefs and Goals?" (8) "What Distinctive Features Will Our Program Have To Make It Local?" (9) "What Approaches to Reading Instruction Shall We Study?" (10) "What Kind of Learning Experiences Will Be Provided?" (11) "What Learning Spaces Are Needed?" (12) "What Learning Materials Are Needed?" (13)"How Can Teachers Help Each Other Grow?" (14) "How Can Parents Be Involved in Our Program?" (15) "How Will We Evaluate Our Reading Program?" Selected references for further study are also included.

Availability: American Association of Elementary-Kindergarten-Nursery Educators, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.75)

85. Wiener, William K.; Blumberg, Arthur. The Parent School Communications Questionnaire: A Measure of School Boundary Permeability. 1973 15p ED 075 916

Communication (Thought Transfer): *Interpersonal Relationship; *Measurement Instruments; Parent Participation; *Parent School Relationship; *Questionnaires; *School Community Relationship; Speeches; Statisical Analysis; Validity

The Parent-School Communications Questionnaire (PSCQ) is based on Katz and Kahn's (1967) notion of a directly proportional relationships between the permeability of the boundaries and the openness of a social system. The instrument is constructed to measure parental perceptions of five factors that seem heuristically to compose the social-psychological boundaries of a school, and to elicit information about the degree of quality of interaction and influence of parents

with the personnel of their child's school. The results of the field test of the PSCQ indicate its potential as a tool to assit school administrators in testing parental perceptions of the current status of their schools.

86. Wise, James H. Parent Participation Reading Clinic--A Research-Demonstration Project. Final Report. 1972 69p
ED 072 174

Achievement Gains; Compensatory Education; *Compensatory Education Programs; Economically Disadvantaged; Educational Diagnosis; Educational Innovation; Educational Planning; *Elementary School Students; Family Influence; Negro Students; *Parent Participation; Program Evaluation; *Reading Programs

The general purpose of this study was to explore the possiblity of developing a Parent Participation Reading Clinic home-based instructional model for assisting in the teaching of reading to economically disadvantaged elementary school children. Working within a community-based child health care agency in Washington, D.C., the Parent Participation Reading Clinic offered an innovative model for providing remedial educational assistance to low-income educationally handicapped children through involvement of the child's parents or older sibling as a "home-instructor" in the teaching process. Thirtyeight elementary school children (19 experimental and 19 match control) participated in the study over an eight month period. As a group, the experimental children who participated in the program showed significant gains over the matched control group on eight month re-evaluation on the California Test of Basic Skills, vocabulary and comprehension reading sub-tests. The results indicated no significant positive effects among experimental subjects for increasing IQ scores as measured on the Peabody Picture Vocabulary Test. Significant results were found for the winthin group reassessment of the Wide Range Achievement Test (reading) and Dolch Word List Test. The general findings of this study are interpreted as supportive of further development of this alternative compensatory education model.

References from Current Index to Journals in Education (CIJE)
(January 1970 through February 1973)

Acland, Henry. Does Parent Involvement Matter? New Society, v18 n468 pp507-510, Sept 1971 EJ 050 226

Allison, Rosalie. Making the Grade with Parents. Grade Teacher, v89 n3 pp52-3, 76, Nov 1971 EJ 045 225

Bank, Ira M.; Brooks, Lois. Elementary Counselors Implement the "Parent Principle", Elementary School Guidance and Counseling, v5 n4 pp273-280, May 1971 EJ 037 279

Baker, Eva L. Parents, Teachers, and Students as Data Sources for the Selection of Instructional Goals. American Educational Research Journal, v9 n3 pp403-11, Sum 1972 EJ 061 162

Berhrmann, Polly, Help From Home. Grade Teacher, v89 n5 pp16, 18, Jan 1972 EJ 048 963

Braun, Samuel J.; Reiser, Nancy R. Teacher-Parent Work in the Home: An Aspect of Child Guidance Clinic Services. Journal of the American Academy of Child Pyschiatry, v9 n3 pp495-514, Jul 1970 EJ 027 448

Burney, Victoria K. Home Visitation and Parent Involvement. Today's Education, v60 n7 pp10-1, Oct 1971 EJ 044 465

Collins, Bennie Mae. A Portrait of Patsy. Educational Leadership, v29 n1 pp32-4, Oct 1971 EJ 045 219

Coons, John E.; Sugarman, Stephen D.. Family Choice in Education: A Model State System for Vouchers. California Law Review, v59 n2 pp321-438, Mar 1971 EJ 061 190

Criscuolo, Nicholas P. Meaningful Parental Involvement in the Reading Program. National Elementary Principal, v51 n6 pp64-65, Apr 1972 EJ 058 345

Fein, Edith. Motivating Attendance in Parent Education Groups. Social Work, v17 n4 pp105-107, Jun 1972 EJ 061 631

Gilbert, Freeda M. Home-School Counselor Assumes Important Role with Students, Parents. Delta Kappa Gamma Bulletin, v37 n3 pp50-52, Spr 1971 EJ 040 053

Greenwood, Gordon E.; And Others. Some Promising Approaches to Parent Involvement. Theory Into Practice, v11 n3 pp183-9, June 1972 EJ 063 912

Horn, Gunnar. Home Visits. Todays Education, v59 n6 pp44-6 Sep 1970 EJ 024 538

Jett, Elaine B. The Care and Feeding of Parent Involvement in the Elementary School. Indiana Reading Quarterly, v4 n1 pp20-21, F 1971 EJ 051 243

Jones, Elizabeth. Involving Parents in Children's Learning. Childhood Education, v47 n3 pp126-130, Dec 1970 EJ 028 845

Karraker, R.J. Increasing Academic Performance Through Home-Managed Contingency Programs. Journal of School Psychology, v10 n2 pp173-179, 1972 EJ 064 151

Kremer, Bruce. A Plan for Parent Education Groups in Elementary Schools. National Catholic Guidance Conference Journal, v15 n2 pp131-135, W 1971 EJ 032 607

Larson, Roland, S. Can Parent Classes Affect Family Communications? School Counselor, v19 n4 pp261-70, Mar 1972 EJ 054 184

Lawrence, Margaret; And Others. School and Community--Partners in Education: Helping Parents Help Their Children. Instructor, v82 n1 pp63-6, Aug-Sep 1972 EJ 062 714

Lempert, Henrietta. Volunteers as Tutors of Exceptional Children. Psychology in the Schools, v8 n2 pp129-134, Apr 1971 EJ 039 774

Lloyd, Mike. Say it Right and They Will Too. American Education, v7 n1 pp5-7, Jan-Feb 1971 EJ 031 286

Maertens, Norbert; Johnston, James. Effects of Arithmetic Homework Upon the Attitudes and Achievement of Fourth, Fifth and Sixth Grade Pupils. School Science and Mathematics, v72 n2 pp117-126, Feb 1972 EJ 052 092

McWhirter, J. Jeffries; Cabanski, Carolyn. Influencing the Child: A Program for Parents. Elementary School Guidance and Counseling, v7 n1 pp26-31, Oct 1972 EJ 065 737

Murdick, Olin J. Parent Power and Parochial Schools. Momentum, v3 n3 pp37-41, Oct 1972 EJ 065 634

Myren, James H. Health Education Through Parent Participation: It's Happening Now. Journal of School Health, v41 n4 pp217-219 Apr 1971 EJ 036 301

Niedermeyer, Fred C. Parents Teach Kindergarten Reading at Home. Elementary School Journal, v70 n8 pp438-445, May 1970 EJ 020 774

Noack, Ernest G.S. The Satisfaction of Parents with Their Community Schools as a Measure of Effectiveness of the Decentralization of a School System. Journal of Educational Research, v65 n8 pp355-6 Apr 1972 EJ 059 778

Olmsted, Patricia P.; Jester, R. Emile. Mother-Child Interaction in a Teaching Situation. Theory Into Practice, v11 n3 pp163-70, Jun 1972 EJ 063 930

Oscisky, Joy D.; Hunt, David E. Personality Correlates of Parental Teaching Behavior. Journal of Genetic Psychology, v121 pt1, pp3-10 Sep 1972 EJ 063 953

Palmo, Artis J.; Kuzniar, Joseph. Modification of Behavior Through Group Counseling and Consulation. Elementary School Guidance and Counseling, v6 n4 pp.58-262, May 1972 EJ 057 107

Parents in the School: Community Control in Harlem. This Magazine is About Schools, v4 n4 pp72-109, F 1970 EJ 032 737

Perkins, John A.; Wicas, Edward A. Group Counseling Bright Underachievers and Their Mothers. Journal of Counseling Psychology, v18 n3 pp273-278, May 1971 EJ 039 782

Peterson, Barbara G. School Readiness Training at Home: A Case Study. California Personnel and Guidance Association Journal. v3 n2 pp66-68, Win 70-71 EJ 035 831

Price, Eleanor A. Parent Discussion Groups. Elementary School Guidance and Counseling, v6 n2 pp92-97, Dec 1971 EJ 049 709

School for Parents. Reading Newsreport, v5 n6 pp26-29, Apr 1971 EJ 050 983

Tanner, Daniel; Tanner, Laurel N. Parent Education and Cultural Inheritance. School and Society, v99 n2330 pp21-4 Jan 1971 EJ 031 014

Taylor, Judith; And Others. School and Community--Partners in Education: Involving Parents in Classroom Activities. Instructor, v82 n1 pp53-8, Aug-Sep 1972 EJ 062 712

Watts, Betty. Current Approaches to Effective Education for Disadvantaged Ethnic Minority Group Children. Education News, v13 n7 pp4-8 Feb 1972 EJ 060 935

Weikart, David P. Symposium on Parent-Centered Education: 3. Learning Through Parents: Lessons for Teachers. Childhood Education, v48 n3 pp135-7, Dec 1971 EJ 054 379

Wilcox, Preston. Parental Decision-Making: An Education Necessity. Theory Into Practice, v11 n3 pp178-82, Jun 1972 EJ 064 063

Most Recent References
(March 1973 through May 1974)

Abbott, Jerry L. Community Involvement: Everybody's Talking About It. National Elementary Principal, v52 n4 pp56-59, Jan 1973 EJ 069 031

"As We See Ourselves" Journal of the International Association of Pupil Personnel Workers, v17 n4 pp238-239, Sep 1973 EJ 087 574

Atkinson, Keith W. The Parent-Teacher Groups: Time To Go It Alone? Clearing House, v47 n3 pp142-4, Nov 1972 EJ 068 753

Berger, Allen. Nine Families and Forty Children. Journal of American Indian Education, v12 n3 pp1-8, May 1973 EJ 077 334

Berlin, Barney M. Community Control of Urban Schools: A Case Study of a White Middle Class School. Education for the Disadvantaged Child, v1 n3 pp20-24, Sum 1973 EJ 078 838

Branan, Karen, The Sermon of St. Paul--Reach for the Impossible Dream. Learning, v2 n3 pp16-20, Nov 1973 EJ 085 390

Calder, Frederick C. The School As Family. Independent School Bulletin, v32 n1 pp5-6, Oct 1972 EJ 067 524

Carter, Roy A. Bees at School. Science and Children, v10 n4 Dec 1972 EJ 067 846

Church, Marilyn. Calvert County Develops a Program in Continuity Educational Leadership, v31 n2 pp167-69, Nov 1973 EJ 085 578

Coleman, Richard G. A Procedure For Fading From Experimenter-School-Based To Parent-Home-Based Control Of Classroom Behavior. Journal of School Psychology, v11 n1 pp71-79, Mar 1973 EJ 078 949

Coles, Robert. A Talk with Robert Coles. Learning, v1 n1 pp14-18 Nov 1972 EJ 071 329

Coons, John E.; Sugarman, Stephen D. Vouchers for Public Schools. Inequality in Education, n15 pp60-62, Nov 1973 EJ 089 457

Cooper, Bruce S. Organizational Survival: A Comparative Case Study of Seven American "Free Schools" Education and Urban Society, v5 n4 pp487-508, Aug 1973 EJ 085 416

Cooper, Jo Ann. Application of the Consultant Role to Parent-Teacher Management of School Avoidance Behavior. Psychology in the Schools, v10 n2 pp259-262, April 1973 EJ 080 661

Criscuolo, Nicholas P. Public Release of Reading Scores? Educational Leadership, v30 n7 pp665-66, Apr 1973 EJ 077 015

Criscuolo, N. P. Ways to Involve Parents in Expanding Reading Services to Children. Reading, v7 n1 pp11-14, Mar 1973 EJ 077 027

Csapo, Marg. Parent-Teacher Intervention with Inappropriate Behavior. Elementary School Guidance and Counseling, v7 n3 pp198-203, Mar 1973 EJ 075 520

De Franco, Ellen B. Parent Education as an Aid to Improving Childrens' Reading. Adult Leadership, v21 n10 pp320-3, 346, Apr 1973 EJ 075 307

De Spain, B.C. Telling Parents About Their Children. Catalyst for Change, v2 n2 pp20-21, 23, Spr 1973 EJ 076 175

Dickerson, Dave; And Others. Let the Cards Do the Talking--A Teacher-Parent Communication Program. Teaching Exceptional Children, v5 n4 pp170-8, Sum 1973 EJ 081 364

Dilmore, Ward. Parent Drop-Ins. Music Educators Journal, v59 n8 pp48-9, Apr 1973 EJ 075 947

Gish, Theodore G. Community Promotion of FLs: The Experience in Houston. Unterrichspraxis, v6 n2 pp27-31, F1973 EJ 089 567

Greenberg, Saardia R.; Johnston, R. E. Parent Demands and School Decentralization in Detroit. Urban and Social Change Review, v6 n1 pp16-21, F 1972 EJ 070 793

Johnson, Vicki. Behavioral Contracting--A New Look. Tennessee Education, v2 n1 pp5-10, Spr 1972 EJ 069 291

Kahl, David E. Talking About the Child's Progress. Today's Education, v62 n2 p35, Feb 1973 EJ 072 265

Kerr, Markey. Reflections on a Parent-Run School. Education Exploration Center Journal, n3 p18, Oct-Nov 1973 EJ 090 286

Kohl, Herb. Some Educational Vignettes. New School of Education Journal, v2 n4 pp1-23, 1973 EJ 074 401

Koven, Jacqueline Tritt; LeBow, Michael D. Teaching Parents to Remediate the Academic Problems of their Children. Journal of Experimental Education, v41 n4 pp64-73, Sum 1973 EJ 088 833

Langdon, Mary M. Parents as Partners in Religious Education. Momentum, v4 n3 pp36-9, Oct 1973 EJ 085 564

Lloyd, Phil. Effectiveness of a Parent Volunteer's Social Reinforcement on Students in an Open-Space Classroom. Tennessee Education, v3 n3 pp13-14, F 1973 EJ 083 190

Maerowitx, Inge. Parents! Bless Them and Keep Them. Education Digest, v38 n7 pp38-40, Mar 1973 EJ 075 510

Marion, Marian C. Create A Parent-Space-- A Place to Stop, Look and Read. Young Children, v28 n4 pp221-4, Apr 1973 EJ 074 591

Montagni, Henry J. Tutors Make A Difference. Catalyst for Change, v2 n2 pp22-23, Spr 1973 EJ 076 436

Morgan, Frank W., Jr. Vermont's Community-Involved "Open" School American Education, v9 n5 pp10-5, Jun 1973 EJ 079 232

Munsey, Bernice. The Parents' Right to Read. Journal of Learning Disabilities, v6 n6 pp392-4, Jun/Jul 1973 EJ 082 652

Murray, Beulah B. Parent Tutoring of Children with Learning Disability. Tenessee Education, v3 n3 pp11-12, F 1973 EJ 083 189

Nelson, Richard C.; Bloom, John W. Building Parent Involvement. Elementary School Guidance and Counseling, v8 n1 pp43-49, Oct 1973 EJ 085 751

The "New" PTA. NJEA Review, v46 n5 pp36-8, Jan 1973 EJ 076 881

Oberst, Byron B. A Community Approach to Specific School Learning Disabilities: The Omaha STAAR Project. Journal of Learning Disabilities, v6 n7 pp421-8, Aug-Sep 1973 EJ 086 069

Pellegrino, Joseph. Parent Participation. Education Canada, v13 n1 pp4-9, Mar 1973 EJ 075 517

Pickarts, Evelyn M. Learning to Read--With a Parental Assist. Today's Education, v62 n2 p31, Feb 1973 EJ 072 264

Pomfret, A. Involving Parents in Schools: Toward Developing a Social-Intervention Technology. Interchange, v3 n2-3 pp114-30, 1972 EJ 067 914

Porter, Betty. Let's Read. Reading Horizons, v14 n1 pp16-18 F 1973 EJ 085 874

Reaching the Unreachable: Community Tutors in Reading Program Involves Both Parents and Kids. School Progress, v42 n3 pp41-42, Mar 1973 EJ 074 807

Ryan, Susanne Blough; Ryan, Richard E. Report Cards? Why Not Ask the Parents? Teaching Exceptional Children, v6 n1 pp34-6, F 1973, EJ 086 078

Samuels, Shirley C. "Johnny's Mother Isn't Interested" Today's Education, v62 n2 pp36-8, Feb 1973 EJ 072 266

Schoolmen Don't Like 'em but ABC Grades Linger on. Nation's Schools, v91 n3 p52, Mar 1973 EJ 073 010

Smith, Calvert H. Organizational Model for Parental Participation in Inner City Schools. Journal of Afro-American Issues, v1 n2 pp247-256, F 1972 EJ 080 462

Thurlow, Angela P. Parent-Teacher Communication. Young Children, v28 n2 pp81-3, Dec 1972 EJ 070 946

Tsitrian, John. The Furgeson Plan for All-Year School. Phi Delta Kappan, v54 n5 pp314-315, Jan 1973 EJ 070 518

van Willigen, John; Spence, Allyn G. Parental Involvement in Schools. Northian, v9 n3 p43, Spr 1973 EJ 085 033

Walden, John C. The Care and Feeding of Pupil Records, Law & the School Principal. National Elementary Principal, v52 n3 pp90-92, Nov 1972 EJ 067 452

Wallon, Denis. "Possible a l'echelon local" ("Possible at the Local Level") Pedagogic, v28 n7 pp705-08, Jul 1973 EJ 084 641

Postscript

The Educational Resources Information Center/Early Childhood Education Clearinghouse (ERIC/ECE) is one of a system of 16 clearinghouses sponsored by the National Institute of Education to provide information about current research and developments in the field of education. The clearinghouses, each focusing on a specific area of education (such as early childhood, teacher education, language and linguistics), are located at universities and institutions throughout the United States.

The clearinghouses search systematically to acquire current, significant documents relevant to education. These research studies, speeches, conference proceedings, curriculum guides, and other publications are abstracted, indexed and published in Research in Education (RIE), a monthly journal. RIE is available at libraries, or may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Another ERIC publication is Current Index to Journals in Education (CIJE), a monthly guide to periodical literature which cites articles in more than 560 journals and magazines in the field of education. Articles are indexed by subject, author, and journal contents. CIJE is available at libraries, or by subscription from Macmillan Information, 909 Third Avenue, New York, New York 10022.

The Early Childhood Education Clearinghouse (ERIC/ECE) distributes a quarterly newsletter ($2.00 - 4 issues) which reports on new programs and publications, and RIE documents of special interest. For a complete list of ERIC/ECE Publications, or if you would like to subscribe to the Newsletter write: Publications Office/IREC, College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801. All orders must be accompanied by check or money order, payable to the University of Illinois. Sorry, we cannot bill.

ORDER INFORMATION

References which have ED numbers may be ordered from ERIC Document Reproduction Service (EDRS), at Computer Microfilm International Corporation (CMIC). (In those few cases where availability is other than through EDRS, ordering information is given after the individual title and annotation.)

1. Give the title and ED number for each item ordered. Specify whether you want hard copy (HC) or microfiche (MF).

2. Price Schedule:
   a. The price for each title ordered in Microfiche (MF) (transparent filmcard) is:

1-479 pages	$.75	576-671 pages	$1.05
480-575 pages	.90	(add 15¢ for each additional 96 page increment, or fraction thereof)	

   To read MF you need a microfiche reader, available in most libraries.

   b. The price for each title ordered in Hard Copy (HC) (photocopy reproduction) is computed according to the number of pages listed with the entry.

Pages	Prices
1-25	$ 1.50
26-50	1.85
51-75	3.15
76-100	4.20
101-125	5.40
126-150	6.60

   Add $1.20 for each additional 25 pages increment or fraction thereof.

3. Prices do not include postage, which must be added to all orders. Book rate: 18¢ for first pound (one pound is approximately 60 microfiche or 100 hard copy pages); 8¢ per pound increment over first pound. (First class or air mail postage is available at additional cost.)

4. Send order and check to: Computer Microfilm International Corp.
   P. O. Box 190
   Arlington, Va. 22210

ERIC CLEARINGHOUSES--CURRENT ADDRESSES

CAREER EDUCATION
204 Burler
Northern Illinois University
DeKalb, Illinois 60115

COUNSELING AND PERSONNEL SERVICES
The University of Michigan
School of Education Building
Room 2108, East Univ. &South Univ.
Ann Arbor, Michigan 48104

THE DISADVANTAGED
Teachers College, Box 40
Columbia University
New York, New York 10027

*EARLY CHILDHOOD EDUCATION
University of Illinois
805 W. Pennsylvania Ave.
Urbana, Illinois 61801

EDUCATIONAL MANAGEMENT
University of Oregon
Eugene, Oregon 97403

HANDICAPPED AND GIFTED
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22901

HIGHER EDUCATION
George Washington University
1 Dupont Circle, Suite 630
Washington, D.C. 20036

INFORMATION RESOURCES
School of Education, SCRDT
Stanford University
Stanford, California 94305

JUNIOR COLLEGES
University of California
96 Powell Library
Los Angeles, California 90024

LANGUAGES AND LINGUISTICS
The Center for Applied Linguistics
1611 N. Kent St.
Arlington, Va. 22209

READING AND COMMUNICATION SKILLS
1111 Kenyon Road
Urbana, Illinois 61801

RURAL EDUCATION AND SMALL SCHOOLS
New Mexico State University, Box 3AP
Las Cruces, New Mexico 88003

SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION
Ohio State University
1800 Cannon Drive, 400 Lincoln Tower
Columbus, Ohio 43221

SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION
855 Broadway
Boulder, Colorado 80302

TEACHER EDUCATION
1 Supont Circle N.W., Suite 616
Washington, D.C. 20036

TESTS, MEASUREMENT AND EVALUATION
Educational Testing Service
Princeton, New Jersey 08540

*ERIC/ECE is responsible for research documents on the physiological, psychological, and cultural development of children from birth through age eight, with major focus on educational theory, research and practice related to the development of young children.